3 1422 00038 7141

LB
2343
B81

Accession no. 53835

OFFICIALLY DISCARDED
BY CARLOW UNIVERSITY LIBRARY

MT. MERCY COLLEGE
3333 FIFTH AVENUE
PITTSBURGH, PA.

Date Due

Demco 293-5

Digitized by the Internet Archive
in 2026

https://archive.org/details/counselingcolleg0000hele

HARVARD STUDIES IN EDUCATION

1. **The Oberlehrer, A Study of the Social and Professional Evolution of the German Schoolmaster.** By William S. Learned. $1.50
2. **The Appointment of Teachers in Cities. A Critical and Constructive Study.** By Frank W. Ballou. (Out of print)
3. **The Teaching of Economics in Harvard University.** By Henry W. Holmes and others. (Out of print)
4. **Relativ Frequency of English Speech Sounds.** By Godfrey Dewey. $3.00
5. **The Intelligence of Continuation-School Children in Massachusetts.** By L. Thomas Hopkins. $1.75
6. **The Financial Support of State Universities.** By Richard R. Price. $3.50
7. **Individual Differences in the Intelligence of School Children.** By Mary M. Wentworth. $2.00
8. **The Vocational Guidance of College Students.** By Lewis Adams Maverick. $2.50
9. **The Small Junior High School.** By Francis T. Spaulding. $2.50
10. **The Behavior of Young Children of the Same Family.** By Blanche C. Weill. $3.00
11. **Individual Instruction in English Composition.** By Stephen DeWitt Stephens. $2.50
12. **An Approach to Composition through Psychology.** By Phyllis Robbins. $3.00
13. **Counseling the College Student. A Study with Special Reference to the Liberal Arts College for Women.** By Helen D. Bragdon. $2.50

HARVARD UNIVERSITY PRESS

CAMBRIDGE, MASSACHUSETTS

HARVARD STUDIES IN EDUCATION

PUBLISHED UNDER THE DIRECTION OF
THE GRADUATE SCHOOL OF EDUCATION

VOLUME 13

LONDON : HUMPHREY MILFORD
OXFORD UNIVERSITY PRESS

COUNSELING THE COLLEGE STUDENT

A Study with Special Reference to the Liberal Arts College for Women

BY

HELEN D. BRAGDON, Ed.D.

ASSISTANT PROFESSOR OF EDUCATION
UNIVERSITY OF MINNESOTA

LIB
OFFICIALLY DISCARDED
BY CARLOW UNIVERSITY LIBRARY
CATALOGUED

CAMBRIDGE
HARVARD UNIVERSITY PRESS
1929

COPYRIGHT, 1929
BY THE PRESIDENT AND FELLOWS OF HARVARD COLLEGE

PRINTED AT THE HARVARD UNIVERSITY PRESS
CAMBRIDGE, MASS., U. S. A.

ACKNOWLEDGMENTS

THE assistance rendered by others in furnishing material for this study and criticism of the manuscript demands full acknowledgment.

Thanks are due authors and publishers for their permission to use quoted material, as noted specifically in the text.

For the detailed interview records and case studies compiled and submitted especially for this investigation, the writer expresses her appreciation to the personnel officials who held the following positions at the time of writing, and who gave of their valuable time, effort, and interest for this purpose:

From Mount Holyoke College: Miss Florence Purington, Dean; Miss Mary Ashby Cheek, Secretary of the Board of Admissions and Freshman Adviser; Miss Helen Voorhees, Assistant to the Dean; Dr. Mary Wentworth, Head of the Department of Education; and Dr. Sarah Stinchfield, of the Department of Psychology; *from Radcliffe College,* Miss Ruth A. Merrill, Assistant Dean; and Miss Lucy O'Meara, Director of the Appointment Bureau; *from Wheaton College,* Miss Emma M. Denkinger, Dean; Miss Edith White, Secretary of the Board of Admissions; *from The Women's College in Brown University,* Miss Eva Mooar, Director of Admission and Personnel; *from Simmons College,* Miss Jane Mesick, Dean; and *from Connecticut College,* Miss Margaret Smith, for Miss Agnes Leahy, Director of the Personnel Bureau.

Thanks are due also to the Class of 1929 of Mount Holyoke College, who with ready interest furnished valuable data.

For cordial permission to use needed records and coöperation in making them easily accessible, the writer is indebted to Mount Holyoke College and to Radcliffe College.

In addition to these sources of assistance, the writer acknowledges with pleasure the help which she received from thirty-five personal interviews of one-half hour to several hours in length,—with college administrators, faculty members, several organiza-

53835

tional executives, special counselors, and college students,— conferences which have been directly valuable to her thinking on this problem. In this group belong also members of the faculty of the Harvard Graduate School of Education, who willingly gave criticism and suggestions. Major acknowledgment is given to Dr. John M. Brewer, not only for reading the entire manuscript but for his constant encouragement and stimulating criticism throughout the study.

Last of all, acknowledgment should be made to Pi Lambda Theta, honorary fraternity for women in education, as the writer was the holder of its research fellowship in 1927–28, when the major portion of this study was made.

CONTENTS

CHAPTER I

BACKGROUNDS OF COUNSELING PROBLEMS: INTRODUCTION 1
A. New Aims and New Activities Relating to the Individual. . . 1
B. The Scope of the Present Study 3
C. The Nature of the Study and its Data 4
D. The Meaning of Counsel and Counseling 6

CHAPTER II

BACKGROUNDS OF THE COLLEGE STUDENT: CHARACTERISTICS OF A SELECTED GROUP OF COLLEGE WOMEN 7
A. Student Backgrounds 9
B. Student Purpose in College Entrance 14
C. Student Values 16
D. Conclusion 20

CHAPTER III

STUDENT COUNSELING PROBLEMS AND THEIR DISTRIBUTION: PLACES AND CONDITIONS IN WHICH THEY APPEAR 23
A. Questions to be Considered concerning Counseling 23
B. Fields of Adjustment Giving Rise to Counseling Problems . . 24
1. Problems of the Prologue to College: Pre-Registration and Orientation 25
(*a*) The Situation 26
(*b*) The Problems 28
1. The Problems as Described in Interviews 28
2. The Problems as Evidenced by Student Questions 30
3. The Problems from an Analysis of Student Interview Records 31
(*c*) Conclusion 31
2. Problems of the Dormitory or Other Resident Groups . . 32
(*a*) The Situation 32
(*b*) The Problems 33
1. From the Viewpoint of Administrators and Heads of Student Residence Houses 33
2. From the Viewpoint of the Student 34
(*c*) Conclusion 36
3. Problems of the Classroom 37
(*a*) The Situation 38
(*b*) The Problems 38
(*c*) Summary 41
(*d*) Conclusion 42
4. Problems of Non-Curricular Group Instruction and Guidance 43
(*a*) The Situation 44
(*b*) The Problems 45
(*c*) Conclusion 47

5. Problems of Organized Extra-Curricular Activities 48
(*a*) The Situation 48
Values of Extra-Curricular Activities in High Schools 49
(*b*) The Problems 49
Ten Problems of Student Activities in High Schools . 50
1. Inferred Extra-Curricular Counseling Problems in the College Field 50
2. Illustrations of Actual Counseling Problems . . . 51
(*c*) Conclusion 52
6. Problems Revealed in Individual Conferences 52
(*a*) The Situation 52
(*b*) The Problems 53
(*c*) Conclusion 54
1. The Variety of Problems about the Same under Both Classifications. 54
2. The Proportion of Problems Markedly Different . 54
3. The Nature of these Differences 55
4. A Special Consideration of Personal and Personality Problems 55

CHAPTER IV

The Personnel of Problem Solution: Agencies Discovering and Contributing to the Solution of Counseling Problems . . 57
A. Agencies having Partial Knowledge about a Student 58
1. Sources of Information for a Given Case 58
2. Sources of Information for a Thorough Case Study . . . 60
B. Agencies to Whom Counseling Problems are Brought or Revealed 63
1. Authorities Furnishing Initial Information 63
2. Agencies Dealing with Student Problems 64
C. Agencies Necessary for a Thorough Solution of a Counseling Problem 68
D. Conclusion 69

CHAPTER V

A Comparative Study of Student Problems as Reported with the Problems as Revealed after Interviewing 70
A. The Nature of the Study 70
1. Initiation of the Interview 71
2. Classification of the Problems 72
3. The Problem as Referred and the Problem as Revealed . . 73
B. The Nature of the Problems Revealed as Different Problems . 74
C. Summary 80
D. Conclusion 81

CHAPTER VI

Some Comments Upon the Problems and their Diagnosis . . . 83
A. Norms for the College Student 83
B. Problems of Immaturity 84

C. Problems of Home Adjustments and Relationships 85
D. Emotional Problems 88
E. Social Immaturities 93
F. Problems of Life Philosophy and Attitudes 95
G. Special Problems of the College Woman and Her Career . . . 98
H. New Methods of Diagnosis 101
Tests in Diagnosis 104
I. The Aim of Diagnosis 105

CHAPTER VII

Inferences for the Counseling Process: A Critical Study of the Student Interview 108
A. The Bearing of Counseling Problems upon Student Interviews 108
B. Characteristics of One Hundred and Fifty Student Interviews 110
1. Initiation of the Interviews 110
2. Time Required for Interviews 111
3. Estimate of Possible Substitutes 112
4. Reasons for Necessary Interviews 113
5. Types of Interviews 114
6. Summary 115
C. Criteria for the Interview and the Interviewer 116
1. Criteria for the Interview 117
2. Criteria for the Counselor 118
D. Conclusion 121

CHAPTER VIII

Coördination in Problem Solution and the Counseling Process: Proposals and Recommendations 124
A. Conclusions in this Study which point toward Necessary Coordination 124
B. Who Shall Do the Coördinating? 125
1. The Physician as General Counselor and Coördinator . . . 125
2. The Psychiatric Social Worker as Coördinator 126
3. The Personnel Officer a Teacher 126
4. The Administrator as the General Counselor 126
5. The Psychiatrist as the Head of Student Advising 127
6. Objections to Existing Counseling Services 127
C. Proposals and Recommendations 128
1. Necessary Coördination of All Personnel Services 128
2. Such Coördination in the Hands of a "Generalist." . . . 129
3. The Student Advising Programs of Major Importance in this General Coördination 129
4. The Type of Organization in Dependence upon the Institution Concerned 130
5. The General Counselor an Educator 131
6. His Place upon the Coördinating Committee of Specialists. 132
7. His Relation to the General Student Advisers 133
8. The General Student Advisers to be Faculty or Members of a Personnel Staff? 133
9. The Main Functions of the General Counselor 134
D. Conclusion 136

APPENDIX A

General Data Blank Filled Out by 215 Freshman Women in a Liberal Arts College 141

APPENDIX B

Record Sheet for Problems Demanding Student Interviews. (Basis of 150 Records Submitted by Eight Personnel Officials in Five Women's Colleges) 143

APPENDIX C

Outline for Investigation of Major Student Adjustment Problems. (The Basis of Case Studies Submitted by Ten Personnel Officials in Four Women's Colleges) 144

Selected Bibliography 151

LIST OF TABLES

Table I. Paternal Occupations of a Group of 215 College Women . 10
II. Education Beyond High School of the Parents of 215 College Women 11
III. Parental Attitude Regarding College Education for 215 College Women 12
IV. Secondary-School Preparation of 215 College Women . . 13
V. Why 215 College Women Entered College 15
VI. Estimate of 159 Students Concerning Most Important Value or Achievement of the First College Year 17
VII. Counseling Problems Appearing in 171 Sub-Freshmen Interviews 31
VIII. Factors of Disturbance during Freshman Year as Noted by 125 Freshmen 35
IX. Problems of 104 Unselected Students: Juniors and Seniors . 36
X. Detailed Analysis of Classroom Problems 39
XI. Relative Frequency of Classroom Problems 41
XII. A Comparison of Counseling Problems Revealed Primarily in Individual Conferences with those Revealed in Group Activities 54
XIII. Comparison of Case Study Outline with Information on Record in a Given College 61
XIV. Comparison of Problems as Reported with Problems as Revealed. 73
XV. An Analysis of Sixty-One Counseling Problems as Reported and as Revealed 75
XVI. Problems Noted in One Hundred Cases Brought up for Staff Consultation in a Women's College 102
XVII. Time Estimates of 114 Student Interviews 111
XVIII. Possible Substitutes for Interviews in 150 Student Conferences 112
XIX. Reasons for Necessary Interviews in 150 Student Conferences 113

LIST OF CASES

A. A Problem of Academic Standing and the Home Situation 87
B. A Problem of Emotional Adjustment 91
C. The Expression of Immaturity through a Pose of Extreme Sophistication 94

COUNSELING THE COLLEGE STUDENT

CHAPTER I

BACKGROUNDS OF COUNSELING PROBLEMS: INTRODUCTION

A. New Aims and New Activities Relating to the Individual

In a study of forty statements of college aims appearing between 1909 and 1921[1] it was found that 17.5 per cent of them emphasized a new aim: *exploration and guidance;* and that in 5 per cent appeared another new aim: *attention to the individual.* Since this period the emphasis has steadily grown. There are publications, courses, and bureaus of educational and vocational guidance, all with their applications to the college field. There are books and articles with such titles as *Pupil Adjustments*, *Constructive Student Accounting*, *The Individual and Mass Education*, and *The Education of the Individual.*

Influencing the college there are new activities, as well as new literature, which have as their purpose the development of the individual.

Educational guidance, which is one, "may be defined as assisting persons, either through classifying them into appropriate groups or by individual or group conferences, in making progress in their educational careers. Educational guidance is concerned with such problems as how to study, choice of studies and curriculums, and choice of schools and colleges." [2]

Vocational guidance, a second movement, may be defined as "informing students about vocations or assisting them in choosing, preparing for, entering upon, or making progress in, occu-

[1] Leonard V. Koos, *The Junior College*, p. 361. University of Minnesota, Education Series, No. 5.

[2] John M. Brewer, and others, *Mental Measurement in Educational and Vocational Guidance*, p. 3. Cambridge: Harvard University Press, 1924.

pations."[1] The first survey of vocational guidance of college students was conducted by the faculty of Stanford University from 1911 to 1913.[2]

The mental hygiene movement is another fairly recent approach to individual student welfare. In 1921, Dr. Frankwood Williams stated the following aims for a mental hygiene program for the college student:

1. The conservation of the student body, that intellectually capable students may not be forced unnecessarily to withdraw, but may be retained.
2. The forestalling of failure in the form of nervous and mental diseases, immediate or remote.
3. The minimizing of partial failure in later mediocrity, inadequacy, inefficiency, and unhappiness.
4. The making possible of a larger individual usefulness by giving to each a fuller use of the intellectual capacity he possesses, through widening the sphere of conscious control and thereby widening the sphere of social control.[3]

Personnel work for students, so named, has been outlined as follows:

> The object of personnel work is here taken in the broad sense of the discovery and development of the best in each individual. It includes the selection, orientation, educational and vocational guidance of students, their placement in and out of college, attention to their habits, attitudes, speech defects, health and hygiene, including mental hygiene, and other factors affecting their personal and successful adjustment to fellow-beings, life, and work. Personnel research is the effort to establish personnel work on a sound scientific basis.[4]

Mr. Maverick, in his book on *The Vocational Guidance of College Students*, states that the title "personnel director" had not appeared in the colleges in 1920–1921.[5]

[1] Statement of Principles, National Vocational Guidance Association.

[2] Lewis A. Maverick, *The Vocational Guidance of College Students*, p. 7. Cambridge: Harvard University Press, 1926.

[3] Frankwood E. Williams, *Mental Hygiene and the College Student*, p. 19. New York: National Committee for Mental Hygiene, 1921. Quoted by permission.

[4] Paul Achilles, *Service Bulletin*, Personnel Research Federation, Vol. II, No. 1, Feb. 5, 1926. Quoted by permission of Dr. W. V. Bingham.

[5] Lewis A. Maverick, *op. cit.*, p. 54.

B. The Scope of the Present Study

To treat completely the problems in any one of these fields would be practically impossible in one study. A guidance program, if it includes vocational guidance, covers the range of one's working lifetime. A mental hygiene service involves diagnosis and prescription by a psychiatrist or psychologist, with follow-up and supervision of individual cases while a remedial program is being carried out. Personnel work, with its emphasis upon continuity of development for the student, involves provision for a long period of record-keeping, a careful coördination and evaluation of all material bearing upon the individual's development, and positive help toward his future progress.

In dealing with student problems, the writer has chosen to consider in this study — not the problems of an entire guidance program, which include many difficulties which are essentially of self-guidance and self-adjustment; not the special problems of mental health, many of which are problems for a specialist, nor the complete range of the so-called personnel field, necessitating an investigation of administration, record-keeping, research, and other functions. The study focuses on *counseling problems* — those problems which, for their thorough solution, demand individual consultation between the student and some official representative of the institution. Such problems, of course, occupy a part of every educational and vocational guidance program; they are sometimes mental hygiene problems; and they are the face-to-face part of personnel work. This study, therefore, will attempt to deal with the problems and process of counseling. Its particular field of reference will be the woman's college, especially the liberal arts college.

There are several reasons and assumptions, both general and specific, which have influenced the writer in the choice of her problem. Among these are the following:

1. Education is the chief means of developing each individual to his fullest capacity, not only for his own individual welfare, but for the good of society; and development means adjustment.

2. The recognition of individual differences in abilities, aptitudes, interests, and aims means more individual treatment of students in order that their possibilities may be realized.
3. The increasing complexity of living means an increasingly greater variety of adjustments to be made: in the school, the home, civic and vocational life, and in the use of leisure.
4. In the schools and colleges such necessary adjustments should be recognized as of educational significance, and therefore demanding, in greater measure than has yet been given, attention to and research in the best means of guidance in these problems.
5. One of the most important forms of guidance is that given in actual contact with the student, because of the interplay of stimulus-response reactions, the opportunity for the observation of behavior by the counselor, the intelligent handling of the clues furnished by these reactions, the chance for diagnosis of difficulties, for constructive suggestions, and for the necessary follow-up.
6. This need is greater because of some elements in the present situation, such as:
   (*a*) Poor advice given from student to student, based upon impressions and inadequate knowledge of the situation at hand.
   (*b*) Inadequate advice given through systems of faculty advisers, where insufficient time is allowed for real service, or where the advisers are arbitrarily chosen with no consideration of ability in advising.
   (*c*) Advice given which is too technical and involved, and is accompanied by no particular interest in the individual.
   (*d*) Unintelligent, but often influential, advice freely offered from various non-academic sources, given with no regard for, or understanding of, the problems and needs of the individual student.
   (*e*) The prejudice among some student bodies against any so-called personnel work — a situation which shows the need of a coöperative understanding through better methods of working with the students.

C. The Nature of the Study and its Data

A study in the counseling of the college student must be an exploratory survey and analysis rather than a conclusive one, because of the extensive field to be covered and the lack of any tested body of data concerning the nature and results of counseling. In its search for present conditions, trends, practices, and any necessary new steps and aims, such a study must face questions like the following:

What is the present scope of the counseling problems of college students? Cannot, or should not, the students solve these themselves? What types of problems are at present estimated to merit this process of mutual deliberation? How extensive a personnel is participating in student advising? What is the influence, if any, upon the problems as first reported? Do we know what has caused these reported problems, and where they have occurred? Are there counseling skills? What should be the objectives of the student interview, and is the interview a means or an end? Who should counsel in the college, and what place should the counselor have in the personnel and administrative program?

The general background and some of the data on which this study is based have been secured from secondary sources: from articles and books upon student problems and the principles underlying them; from investigations reported at several conferences and professional gatherings; and from a few published studies, as indicated in the bibliography.

The greater part of the writer's analysis, however, is based upon material from primary sources. Such data have included the following:

1. A General Data Blank drawn up by the writer and filled out by 215 college freshmen. (See Appendix A.)
2. Supplementary data concerning these 215 college students, secured from consultation of records on file in the college administrative and other offices.
3. An analysis of the interview records of 171 conferences with sub-freshmen, from the records of one of the colleges studied.
4. An analysis of 150 student interviews held by eight personnel officials in five colleges for women, from records made especially for this study. (See Appendix B.)
5. Case studies furnished for this investigation by ten college personnel officials. (See Appendix C.)
6. An analysis of 100 cases brought up for staff consultation in one of the colleges studied.
7. Personal interviews on various aspects of the problem, and visits to five women's colleges.

D. The Meaning of Counsel and Counseling

Counsel, as well as *guidance,* is no newly coined term. It may be employed to deal with the complexities of modern adjustments and maladjustments, but the term carries with it all the dignity of the ages, the wisdom of the prophets, and the lyric praises of the psalmist. In the Bible, counsel and guidance are sometimes used together:

> Where no wise guidance is, the people falleth:
> But in the multitude of counsellors there is safety.[1]

The psalmist points out that there is an interchange of help in the counseling process:

> But it was thou, a man mine equal,
> My companion, and my familiar friend.
> We took sweet counsel together,
> We walked in the house of God with the throng.[2]

Webster's definition of counsel emphasizes this same idea of interchange: "an interchange of opinion, mutual advising, deliberation together, consultation."

It is this "interchange" of experience and information, this process of "deliberation together," and the problems which demand the use of such a process, which this study will consider.

[1] Proverbs, ii, 14. From R. G. Moulton, *The Modern Readers' Bible.* Copyright, 1895, by The Macmillan Company. Reprinted by permission.

[2] Psalms, lv, 13–15. *Ibid.*

CHAPTER II

BACKGROUNDS OF THE COLLEGE STUDENT: CHARACTERISTICS OF A SELECTED GROUP OF COLLEGE WOMEN

THE American college as an institution is much in the limelight to-day. In the minds of the general public, the college has become a focus for attention because of criticism or imitation of ways collegiate, endowment publicity, and intercollegiate functions national and international. This limelight has not illuminated very searchingly the questions what college is for, what effect it should have and does have upon the student, what we mean or should mean by "college success" and "college failure," and what the college student's problems are in the process of achieving this success and avoiding failure.

Dr. Samuel P. Capen, in his introduction to *The American Arts College*, by Frederick J. Kelly, makes some observations which are most thought-provoking to those interested in college education and college students. He states that the American college is a paradox: though the "heart of university education," it is at the same time the centre of the most serious university ailments; that we have had very little research in college problems, and consequently know little about them in spite of our frequent discussions.[1]

What are these "college problems"? Problems of administration, finance, organization, curricula, housing, and the like — most assuredly — but problems also of the *individual college student*, who is in the last analysis the excuse for the institution.

Who is the "college student"? Few pictures of him are authentic; many are sensational and exaggerated. President Angell of Yale comments upon the situation thus:

> Those who now speak most volubly on the subject are apt to represent the conservative and educationally aristocratic attitude. They see frivolous

[1] Frederick J. Kelly, *The American Arts College*, pp. vii–viii. New York: The Macmillan Company, 1925.

young males and females crowding into the colleges for any obvious purpose except education in the old-fashioned sense, and the sight outrages their feelings of the fitness of things and leads them to make harsh observations about the vulgarizing of college standards, the deplorable ambitions of college executives, and the evasion of educational responsibility. It is clear to these critics, past all need of demonstration, that a large proportion of the collegiate young folk of today are quite unfitted to profit by the opportunity of higher education, that they are wasting the time of their teachers and themselves by undertaking it, that they are lowering the real standards of the college by the dead weight of their presence, and that they ought to be engaged in some worth-while practical occupation within the range of their abilities.[1]

To this able summary of a common superficial impression of the typical college student — frivolous, superficial, drifting, uninterested in intellectual things — should be appended a realistic picture of actual students. What are their backgrounds and purposes? And — most important for this investigation — what possible latent counseling problems may there be?

Since this study is made with special reference to women's colleges, a concrete portrayal of the facts about a given class, or section of a class, including family background, education, and nationality — plus the students' own statements of their purposes in college entrance, and the values they regard most highly from a year of college — should furnish an interesting foundation for the detailed consideration of individual problems.

Such data were secured from a freshman class of college women. Since the time was May, only a few weeks before the end of the college year, the results reflected not only the freshman situation during that first year, but the beginning of the attitude for the sophomore year, and the sub-freshman view in retrospect.

First, items of information from the college records were gathered with the permission and coöperation of the college authorities. Next, a General Data Blank (see Appendix A) was filled out, after a talk to the freshman class in which the object of the study was frankly explained, their coöperation asked in filling out the blanks by themselves in the next few days and attaching any comments and reactions they might have about college prob-

[1] James Rowland Angell, "The Over-Population of the College," in *Harper's Magazine*, CLV (October, 1927), 531. Quoted by permission of President Angell.

lems, and a report of any interesting results promised to the class. The results were most gratifying: not only were 215, or 84 per cent, of the questionnaires clearly and fully answered, out of a class of 255, but many comments about college problems were attached to the blanks, varying in length from a half-page to six pages.

The items from the questionnaire which will be studied for this chapter are, first, background data, including parents' nationality, paternal occupations, parental education, the character of the student's pre-college education, and the attitude of the home regarding her college education; second, the student's statement of her purpose in coming to college; and third, the student's estimate of the most important thing which the year had brought to her.

A. Student Backgrounds

The large majority of the class were of American parentage — a situation usual in the liberal arts college. Other nationalities represented, either through the father, the mother, or both, were as follows: English, Scotch, Canadian, Swedish, Norwegian, German, Alsatian, Armenian, Austrian, Hebrew, Irish, Italian, Polish, Russian, Syrian, Danish, and Scotch-Irish. The total number of students of non-American parentage was 38, or 14.9 per cent, and there were seventeen nationalities represented.

Thus we see that 85.1 per cent of the entire group of 255 was of American parentage; but that the other 14.9 per cent represented seventeen nationalities. This particular group was rather unusual in that it contained no students from the Orient.

Sectional representation is another item of interest, as well as nationality. The entire student body at this time (1032) came from thirty-two states and thirteen other countries.

In the early days of the women's college the majority of the students came from the homes of professional men. That condition is changing, as shown by the occupations of the fathers of this group.

The classification used here for the paternal occupations is that used by G. S. Counts in *Selective Character of Secondary Education*,

which was followed by O. Edgar Reynolds in a recent study of *The Social and Economic Status of College Students*.[1] Table I gives the paternal occupations of the group who filled out the questionnaires, 215 in number; and the footnote gives Reynolds's figures.

TABLE I

PATERNAL OCCUPATIONS OF A GROUP OF 215 COLLEGE WOMEN *

	Number	Per cent
Proprietors	63	29.3
Professional service	62	28.8
Managerial service	35	16.3
Commercial service	18	8.4
Clerical service	8	3.7
Artisan-proprietors	7	3.2
Agricultural service	2	0.9
Transportation service	2	0.9
Machine and related trades	1	0.5
Printing trades	1	0.5
Miscellaneous trades: manufacturing and mechanical	1	0.5
Building and related trades	0	0.0
Common laborers	0	0.0
Miners and lumbermen	0	0.0
Personal service	0	0.0
Public service	0	0.0
None given, or indefinite	15	7.0
	215	100.0

* OCCUPATIONS OF THE FATHERS OF WOMEN STUDENTS FROM FIFTY-FIVE COLLEGES AND UNIVERSITIES

(Adapted from Reynolds; quoted by permission of Bureau of Publications. Teachers College, Columbia University.)

Parental Occupation	Per cent	Parental Occupation	Per cent
Proprietors	23.84	Artisan-proprietors	1.34
Agricultural service	22.91	Public service	.78
Professional service	18.85	Miscellaneous trades	.56
Managerial service	11.20	Miners, Lumbermen, etc.	.48
Commercial service	7.59	Personal service	.37
Transportation service	3.68	Common labor	.33
Building trades	2.38	Printing trades	.22
Clerical service	1.97	Unknown	1.90
Machine trades	1.60		

We see not only that the group of proprietors, or owners of enterprises, is larger than the professional group; but that, if we

[1] O. Edgar Reynolds, *The Social and Economic Status of College Students*. New York: Teachers College, Columbia University, Contributions to Education, No. 272.

add to this the managerial class (those who direct enterprises but do not own them) and those in commercial service (engaged in buying and selling), we have 54 per cent of the entire group, which is almost twice the number in the professional group.

When the majority of students were daughters of professional men, — doctors, lawyers, ministers, and teachers, — they came from homes where cultural advantages, college education, and an advanced degree beyond the A. B. had been a necessary part of their fathers' training. Our analysis of this group of students has already shown the growing change in occupational backgrounds. Are there consequent changes in the amount of education which the parents have had? Table II gives the facts for this group.

TABLE II

EDUCATION BEYOND HIGH SCHOOL OF THE PARENTS OF 215 COLLEGE WOMEN

	Fathers	Mothers	Total	Per cent
No education beyond high school	96	114	210	48.8
College (bachelor's degree only)	36	27	63	14.6
Advanced degrees	39	6	45	10.5
Normal-school or partial college course	24	40	64	14.9
Other training beyond high school	20	28	48	11.2
	215	215	430	100.0

It is interesting to note in Table II that while about 50 per cent of the parents had had no education above high school, there was in this respect a difference of only 8.4 per cent between the mothers' and fathers' education, in favor of the fathers.

The advanced degrees included medicine, law, doctor of philosophy and divinity, and nine master's degrees for the fathers and three for the mothers.

In regard to parental education, then, we know that 210, or 48.8 per cent, of the parents of this group had had no education or training beyond high school; and that of the other 51.2 per cent, about half, or 25.1 per cent of the entire group, had college degrees.

In the light of the results above, we should expect parental approval of college for their daughters to be strong. The statement

which was to be checked in the questionnaire regarding "the predominating attitude of my home regarding my college education" yielded these results:

TABLE III

PARENTAL ATTITUDE REGARDING COLLEGE EDUCATION FOR 215 COLLEGE WOMEN

	Father	Mother	Both
Strongly approving	186	197	174
Indifferent	12	7	2
Dubious	6	6	2
Antagonistic	1	1	0
Not marked	10	4	0
Combination	0	0	37
	215	215	215

It should be noted that more mothers than fathers were strongly approving and fewer mothers indifferent. There were also four cases where the father was strongly approving and the mother dubious or antagonistic; and five cases where the mother strongly approved, but the father was either dubious or antagonistic. The attitude of 80.9 per cent of the parents of this particular group, however, was one of decided agreement and support in the idea of college education for their daughters. Still, it is to be noted also that in the case of nearly one fifth of the students, the whole-hearted approval of *both* parents was lacking.

An article in the *Atlantic Monthly*,[1] written by the presidents of seven colleges for women, states that the proportion of public high school graduates among college entrants is decreasing. In the particular college studied the public-school group five and four years previous had comprised 75.34 per cent and 78.04 per cent, respectively, of the entire enrolment of the freshman class.[2] Table IV shows the data about the freshman group we are studying.

We find that variety in preparation is present not only in the type of school, or in a combination of preparation in different

[1] "The Question of the Women's Colleges," by seven college presidents, in *Atlantic Monthly* (November, 1927).

[2] Records of Board of Admission.

schools, as shown in Table IV, but in the size of graduating classes as well. The largest number of students come from classes under 25 in size; and the next largest from classes between 50 and 100. In classes under 100 in number, there were 102, or 46.7 per cent of this group; in classes of 100 to 200, there were 43; in classes of 200 to 300, there were 28; in classes of 300 to 400, there were 11; and in classes of 400 and over, there were 13.

One hundred and three students in the group, or 47.9 per cent, had won scholastic honors in high schools. This included highest

TABLE IV

SECONDARY-SCHOOL PREPARATION OF 215 COLLEGE WOMEN

	Number of Students	Per cent
Public high school (one only)	128	59.5
More than one public school	7	3.4
Private school (one only)	36	16.7
More than one private school	8	3.7
Combination of public and private schools*	34	15.8
Unmarked	2	.9
	215	100.0
Total with public-school preparation	135	62.8
Total with private-school preparation	44	20.5
Combination of preparation	34	15.8
Unmarked	2	.9
	215	100.0

* The percentages for the entire class of 255, according to the Board of Admission records, are 61.63 per cent and 15.89 per cent respectively.

honors and membership on honor rolls, prizes for scholarship, and other forms of recognition. This means that the group was about evenly divided between honors and lack of honors.

Perhaps no fact can more vividly reveal the necessary academic adjustments of the first year than that, of this entire class of 255, only 12.5 per cent secured a ranking for the first college year of 85 per cent or over. Even if in some high schools scholastic honors meant a standing of 80 per cent as a minimum, the corresponding college group for that ranking amounts to only

25.4 per cent. This still leaves, for a group of significant size, a sharp adjustment to be made between high-school ranking and college achievement.

B. Student Purpose in College Entrance

We have discovered that a given group of students in a liberal arts college is by no means homogeneous, and that, in several cases where a large proportion of parents or students had shared similar backgrounds, this group was growing smaller as time went on. This is especially true of the number of fathers in professional occupations and the number of students graduating from public high school. We have not only increasing variety, then, but in addition a change of proportion in the backgrounds represented.

With such conditions in mind, let us turn our inquiry to the students themselves. Does what we know of their motives, activities, and scale of values build for us a less or more varied cross section than that represented by their backgrounds? In the first place, why have they come to college? In the second place, having come, what to them have been the outstanding values of the year? And in the third place, will the picture thus sketched, in addition to our study of student backgrounds, reveal or belittle any need for counseling the individual student throughout her college course?

In the questionnaire previously mentioned nine statements of purpose in college entrance were included, with a tenth left blank in which any other purpose could be added. The statements were drawn up by the writer, after consultation with several groups of students and members of the faculty. Each student was asked to mark with 1, 2, and 3, her "choices," or reasons for coming to college, in order of their weight and influence. The list was as follows:

My parents wished it.
Members of my family or relatives had graduated from this college.
Most of my friends were coming, and I wished to be "in the running."
I wanted the social pleasures and new friends which college brings.
I valued the prestige which a college degree affords.
I desired a college education as preparation for the vocation of.....

I wished a background of broad, cultural interests.
I wanted to specialize in the subject of.....
I wanted the opportunity for serious and intensive study, and the chance to think things through.
Add any other purpose.....

The first step in the study was to ascertain the number of students checking each purpose as first, second, or third choice, with the total checks for each statement. Table V indicates the results.

TABLE V

WHY 215 COLLEGE WOMEN ENTERED COLLEGE

(Arranged in the order of their choices)

Reason	First Choice	Second Choice	Third Choice	Total	Per cent for Total
Broad cultural interests	83	42	32	157	25.5
Parents' desire	41	39	37	117	19.1
Preparation for vocation	25	24	14	63	10.2
Intensive study	17	18	12	47	7.6
Social pleasures and new friends	15	43	58	116	18.9
Prestige of degree	13	20	32	65	10.6
Relatives had attended	6	8	4	18	2.9
"Always taken it for granted"	5	..	..	5	0.8
Subject specialization	4	5	4	13	2.1
Most of friends coming	2	5	7	14	2.3
Totals	211	204	200	615	100.0

According to those reasons indicated as *primary* ones, over one half of the entire enrolment of the class came to college because they wished a background of broad, cultural interests, because their parents had wished them to come, or because they wished to prepare themselves for whatever vocation they were to follow. When all three choices are pooled, broad, cultural interests still hold first place, with 157 choices; desire of parents comes second, with 117 choices; but this reason is almost tied with the reason of social pleasures and new friends, which has a total of 116 choices. A probable explanation of this is that many who had this purpose in mind were reluctant to assign first place to it, but ventured to mention it in second or third place.

It should be remarked here that the reason, "most of my friends were coming and I wished to be 'in the running,'" may have been

interpreted to mean coming to this particular college only, whereas the writer meant those friends who were going to any college. The ambiguity of the statement may have influenced the number of choices. The others seem to have been clearly understood.

There were indicated 615 choices of a possible 645 (215 questionnaires). In the other 30 instances the choice indicated was ambiguous, was too involved to classify, or was omitted altogether.

C. Student Values

So much for purpose in college entrance. In an effort to discover what happened to the students *after* college entrance, according to their own lights, the following statement was submitted to them: "In my estimation, the most important thing which has happened to me this year, either through apparent chance or my own definite achievement, has been . . ."

The first important matter to note is that of the 215 in the group, 56, or 26.5 per cent, either wrote as an answer, "I don't know," or left the statement uncompleted. Since all of this group carefully supplied the rest of the data, — often in minute detail, — it may be legitimately assumed that these 56 were not sure enough of their ability to make such an estimation of values. This in itself is significant.

The 159 students who did complete the statement gave such interesting and worth-while answers that these are deserving of presentation without very much abbreviation and classification. In Table VI we have provided for their statements the general headings of new ambitions, intellectual development, individual orientation, new traits and qualities, new contacts, new activities, new influences, experiences, and values, and new independence and responsibility; but we have made the statements themselves as much as possible a summary of the original wording. The table follows.

TABLE VI

ESTIMATE OF 159 STUDENTS CONCERNING MOST IMPORTANT VALUE OR ACHIEVEMENT OF THE FIRST COLLEGE YEAR *

Activities
- Making freshman debate
- Appointment to staff of college paper (3)
- Making French club
- Getting class letter in athletics
- Coming to college itself
- Chance to go abroad
- Meeting members of certain group

Ambitions
- To spend junior year at the Sorbonne
- Plans for a major and its possibilities
- A greater desire to master things I've found I don't know (2)

Contacts
- Meeting many people, especially of my own age (11)
- Finding and making new friends (12)
- Making special friend (3)
- Rooming with my roommate (2)
- Change of dormitory

Individual Orientation
- Have learned my own value more truly
- Have found I was of less importance than I thought (2)
- A new vista of independent existence
- A more questioning attitude, and a realization of my own limitations
- The discovery that former popularity counts for little here

Intellectual Development
- The chance to think; the chance to do better thinking than ever before (9)
- Have learned to study rather than just to pass exams
- The realization that I don't know how to think (2)
- The power to concentrate
- Learned to put chief energies into studying
- Learned to study systematically and to pick out big points
- Realization that study, not pull, gets one somewhere
- Passing my examinations
- Getting two conditions
- Discovery of a keen interest and ability in a certain subject (2)
- Attractiveness of a course
- New appreciation of cultural studies

New Independence and Responsibility
- The *right* to do my own deciding with my own reasons (3)
- The *necessity* of making my own decisions (6)
- Learning general independence (11)
- The opportunity "to be on my own" (4)
- Being given my own task with responsibility for doing it (2)
- The chance to start in a new environment

TABLE VI (CONTINUED)

New Influences, Experiences, and Values

A new appreciation of home and what it has done for me (3)
A changing and broadening of my point of view (4)
A higher sense of appreciation of life in general: college, home, family, friends (4)
The building of new criteria for life
Clearer understanding of the purpose of life (2)
Realization of God
Inspiration from certain talks (president, chaplain, faculty) (2)
Discovery of the mercilessness of college
To be a good loser
Finding the difference between real and make-believe friends
Breaking away from false friends
Finding that college is not the Utopia it is supposed to be
Falling in love
Death of my best friend
Getting partly out of a rut
Having a roommate superior to me
Learning the value of money on an allowance

Traits and Qualities

Learned to live with people better (5)
Learned to go more than half way
Happiness from so many different contacts (2)
Discouragement from meeting so many girls with superior preparation
Cynicism from meeting so many different types of people
More toleration and understanding of people
Development of ability to meet older people on their own ground
Becoming accustomed to college life and people
Learning not to make my judgment of people and character too high
Leadership in my own crowd
More executive ability
Becoming less selfish
More confidence in myself (2)
Improved self-control (3)
Spirit resulting from making the team
Learning to value and cultivate an optimistic frame of mind
More confidence in talking
Loss of self-consciousness
Overcoming emotional feelings and blind trust
Learning to analyze and differentiate (2)
Control of my temper
Being happier than ever before (2)
Winning greater approval of my family and friends

* The omission of any figure after a statement indicates that it was made by one student only.

Summary of Table VI

Classification	Number of Statements	Kinds of Statements
Activities	9	7
Ambitions	4	3
Contacts	31	5
Individual Orientation	6	5
Intellectual Development	22	12
Independence and Responsibility	27	6
Influences, Experiences, and Values	27	17
Traits and Qualities	33	23
"Don't know" or unmarked	56	..
	215	78

A few actual quotations show what a mixture of confidence and struggle, eagerness and discouragement, maturity and immaturity, and new discoveries both favorable and unfavorable had marked the year.

("In my estimation, the most important thing which has happened to me this year, either through apparent chance or my own definite achievement, has been. . . .")

To have been forced into a position of independence, making decisions, traveling alone, etc.

I have reduced my opinion of myself several degrees; I value the love and loyalty of my family more than ever, and I have had stimulating mental contacts.

A certain new peace of mind which I never possessed at home among older, more serious people.

I have met so many girls that are so much better prepared for college work that I have been very much discouraged. I have grown older in my desires and ways of thinking.

Getting away from high school where everyone knew me to a place where no one does, and where everything I may accomplish will be through my own efforts.

A more cynical and questioning attitude toward everything and a realization of the breadth of life and my own limitations.

I have become very cynical and quite pessimistic. Meeting so many different types of people has made me questioning. I also have become very indifferent.

The discovery of the mercilessness of college, academically, socially, in every way.

The realization that I don't know anything; also that I don't know how to think.

Perhaps the table and the quotations speak for themselves. One interesting result is that, although the statement given allowed for "apparent chance" in the estimate of the year's values, only four of the statements seem to belong under this head: "having a roommate with more strength of character than I"; "the death of my best friend"; "inspiration from talks given"; and "a trip abroad." The remaining 155 estimates all involve definitely the thought or activity of the students themselves.

As our summary of the table shows, the larger part of these estimates includes new traits and qualities (33); new contacts (31); new influences, experiences, and values (27); and new freedom and independence (27).

The results also indicate a possible inability on the part of 26.5 per cent of the entire group to make such an estimate of values.

D. Conclusion

1. The aim of this chapter has been to present, as a background for present-day counseling problems, a cross section of an actual college group.

2. The data have included, for 215 college women in a freshman class, a study of certain characteristics of their background, an analysis of their statements of purpose in entering college, and a classification of their estimates of the outstanding values of the year.

3. In regard to the backgrounds of these students, the following facts are to be noted:

(*a*) The foreign parentage of the entire class (255) represents seventeen different nationalities, although 85.1 per cent are of American parentage.

(*b*) Paternal occupations reflect the change from a former major proportion of professional fathers to 28.8 per cent in this group. Of all fathers, 54 per cent are proprietors, or engaged in managerial or commercial service.

(*c*) The parental education of this group indicates evidence of another changing condition — from a large proportion of fathers with cultural and professional education to 44.6 per cent

with no education or training beyond high school. It is also significant, however, that almost as many mothers as fathers have had a college degree.

(*d*) In general, the parental attitude toward college for their daughters is one of strong approval. For about one fifth of the group, however, such approval is lacking from either one or both parents. Such a situation requires an increased independence on the part of the student and more responsibility to make good.

(*e*) The secondary-school preparation reveals evidence of another changing condition: the decrease in public high school graduates, and the consequent increase in the influence of private-school environment upon college life. The substantial group of those with combined public- and private-school education is also worthy of notice.

(*f*) The size of the high-school graduating classes of the group shows great heterogeneity — from less than twenty-five members to six hundred and over. One of the most interesting revelations of this analysis is that 17.2 per cent have come from graduating classes of less than twenty-five members.

(*g*) About one half, or 49.7 per cent, of these 215 students have won scholastic honors in high school. The fact that during the first college year the proportion of the entire class earning honor grades was so much smaller, indicates significant adjustments on the part of many students to this higher level of academic competition.

4. Considering primary reasons only for college entrance, over one half of the entire class enrolment come to college for a background of broad cultural interests, or because of the desire of their parents, or because they wish preparation for the vocation they are to follow. If we discredit the importance of first, second, and third choices and consider the totals only, broad cultural interests still stand first; the desire of parents second; and, almost tied with the latter, social pleasures and new friends stand third. There is, however, a wide and fairly even distribution over the ten different statements of purpose, revealing in the matter of college

entrance this same variety in viewpoints which we have noted in other respects.

5. The estimates of outstanding values for the year made by this group yield chiefly those produced by their own achievement and development. Newly realized traits and qualities are cited most frequently (by 33, or 15.3 per cent of the students); new contacts come second (cited by 31, or 14.2 per cent of the students); and new influences, experiences, and values, and new freedom and independence each stand third in frequency (cited by 27, or 10.7 per cent of the students). Over one fourth of the group was unable or unwilling to make any estimate of values.

In our representative group of women students, then, have we found a homogeneity, a similarity of background, a singleness of aim, which will work unquestionably for easy self-adjustment of individual and group? On the contrary, we have represented various nationalities and many states and countries; a change from the professional class to a wide variety in the occupational groups of the fathers; lack of college experience in the case of about 50 per cent of the parents; a dubious or antagonistic attitude toward this experience for their daughters on the part of one fifth of the parents; a mixture of types of preparatory-school experience; an adjustment — for about one third of the students — from a high-school class of less than 50 in number to a freshman class of over 250; for about three fourths of those who had held honors in high school, the transition to less than honor rank in the freshman year; a range over ten different purposes for college entrance — not all conducive to college success; a wide range of estimated paramount values for a given year; and an apparent inability of some students to form any values.

From such data, disclosing a probability of complex adjustments, let us turn our attention to other fields of adjustment, in terms of the college and campus as a whole, which give rise to counseling problems.

CHAPTER III

STUDENT COUNSELING PROBLEMS AND THEIR DISTRIBUTION: PLACES AND CONDITIONS IN WHICH THEY APPEAR

A. Questions to be Considered Concerning Counseling

In this chapter and following chapters, against the background which we have outlined, let us consider those problems of the college student which demand counseling for their ideal solution.

Webster's definition of counseling emphasizes, as stated previously, the idea of interchange: "an interchange of opinion, mutual advising, deliberation together, consultation." Such a conception of counseling and counseling problems eliminates at the outset two predicaments which are greatly feared by those who look askance at any personnel service:

(1) The possibility that the college will set itself up as a wholesale problem-solving bureau, guaranteeing that all obstacles encountered on the way to a degree will immediately be removed. But our definition of counseling implies a give-and-take in conference shared by the student as well as the counselor. As for the ultimate solution of the problem, neither expediency nor wisdom would dictate that the control of the necessary program of action should remain in the hands of the college official rather than with the student.

(2) The possibility that the student, because consultation service in the solution of his problems is offered, will become over-dependent and refuse to meet any situation wholly by himself. It should be stated frankly that every counselor has to meet the problem of over-dependence with some individuals. But it cannot be too strongly pointed out that consultation service does not create such over-dependence, but reveals it; draws cases of it into the limelight of investigation and understanding. Furthermore, such over-dependence, when revealed, will have been built

up in sixteen to twenty-two years of experience in over-reliance upon parents, home, or friends. If ever a situation needed the services of an expert, this is surely one of them.

As for the normally independent student, with his intense insistence upon freedom, his experimental experiences, his restless, eager search for new solutions of old situations, he is in no danger of consulting any college official too often. Indeed, common practice shows that any personnel service needs wise publicity and a new understanding of its possibilities by the student before he will consent to use it to any extent.

We propose to examine counseling problems from a variety of angles. The questions below indicate the outline of the remaining chapters.

1. What is the distribution of student counseling problems; what are the places and conditions in which they appear?
2. What is the personnel of problem solution; what are the agencies to whom counseling problems are brought, or who contribute to their solution?
3. What is the effect of counseling upon the initial interpretation of the problems; what are the problems as referred and as revealed?
4. What have been the diagnoses of these problems; why have they occurred?
5. What are the inferences for the counseling process?
6. What coördination is necessary for a successful counseling program?

B. Fields of Adjustment Giving Rise to Counseling Problems

The purpose of this chapter on the distribution or location of counseling problems is not to analyze or describe the problems fully, or to determine accurately their relative importance, but to discover and outline those problems which merit counseling for their thorough solution, and to discover *where* these problems appear — in the dormitory, chapel, library, or elsewhere. This, of course, is a somewhat arbitrary classification, as where a given problem occurs is often determined by chance rather than by any inherent influences of the setting in which it appears. On the other hand, the distribution of problems, as Dr. Ben Wood points out, may be more important than we realize.

No one who has witnessed the transformation of angular and awkward Freshmen into smooth and well-poised members of a social community in which they have learned to get along with their fellows, can doubt the efficiency of even our smallest colleges in this respect. The contacts made in the office of admissions, in the registration room, in the classroom, in the libraries, in the dormitories, in the assemblies, in the "activities," whether on the athletic field, in the bleachers or grandstand, in the gymnasium, in the college daily editorial office, in the dramatic societies, or in the college halls or elevators — these are the destroyers of provincialism, the curbers of unrestrained individualistic instincts, the creators of social habits and attitudes that enable their possessor to get along with other people in the best and most economical way.[1]

In any case, such a classification by location, combined with other later classifications, should be valuable in revealing, from six different areas, the existing counseling problems:

1. Counseling problems contained in the prologue to college: pre-registration and freshman orientation.
2. Counseling problems arising in the dormitories or other student residences.
3. Counseling problems revealed in the classroom.
4. Counseling problems of non-curricular group instruction and guidance.
5. Counseling problems of organized extra-curricular activities.
6. Counseling problems revealed in individual conferences.

1. PROBLEMS OF THE PROLOGUE TO COLLEGE: PRE-REGISTRATION AND ORIENTATION

The purpose of this section is to analyze the situation present in the "prologue" to college, to determine its significant factors, and to outline the student problems which consequently appear. To give such problems full and ample treatment would be duplication and useless elaboration of a task which has already been admirably handled, as evidenced in the bibliography. In studying the distribution of counseling problems, the need is to segregate, examine, and illustrate those problems which belong peculiarly to this section of the college student's career.

[1] Ben Wood, *Measurement in Higher Education*, p. 110. New York: World Book Company, 1923. Quoted by permission of the World Book Company.

Counseling problems related to the prologue to college are legion. It will be necessary at the outset to limit the analysis to the period from the practical acceptance of the college applicant to the official beginning of the academic college year, such a period including any pre-registration time, like Freshman Week. This limitation, however, excludes the whole controversial and highly interesting question of who should come to college, and why; it excludes the whole question of the most effective and just methods of selection among too numerous applicants qualified for acceptance under such standards as agreed upon; it excludes the whole question of the proper treatment of rejected applicants. The analysis begins with the college student at the moment of his official creation, when the acceptance of his application is practically assured.

What is the background for this prologue? What are the general factors in the situation? In 1924 there were 486,299 men and women students in the collegiate departments of our colleges and universities.[1] What conditions did they meet at college entrance?

(*a*) *The Situation*

1. For almost any college there has been operative the general selective factor of a minimum intellectual ability and previous academic achievement.

2. In addition to this general selective factor, it has been necessary in many colleges to adopt other factors influential in the acceptance of a restricted number of candidates among many applicants, such as:[2]

[1] *The World Almanac and Book of Facts* for 1927, p. 396. New York: The New York World, 1927.

[2] Examples of these admission standards are: The New Plan of the College Entrance Examinations considers the preparatory course record, and the school principal's estimate of the applicant's "scholarly interests, special ability, and character." Columbia gives official weight to psychological tests; Antioch College requires the student's statement of purpose in entering college; and Dartmouth has among its considerations the geographical distribution of the student body, occupation of the parents, and a certain proportion of sons of alumni and of New Hampshire.

(*a*) The high-school record.
(*b*) Priority of application.
(*c*) General psychological tests.
(*d*) Character and personality rating.
(*e*) Student's own statement of purpose in entering college.
(*f*) Section of country from which applicant comes.
(*g*) Parental occupations.
(*h*) A proportionate number of sons or daughters of alumni and of the state.

3. These selective factors have produced a group still somewhat similar in ability, but far less similar in other respects than in the past. The following conditions suggest the reasons for the growing heterogeneity of incoming freshman classes:

(*a*) Both extremes of parental financial status are represented. Those who can well afford a college degree are still attracted by it, and many who formerly could not afford it have benefited by new aids in scholarship funds, increased opportunities for self-help, loan organizations for students, and new arrangements for alternate years of work and study.[1]

(*b*) A wider geographical distribution exists, both nationally and internationally.[2]

(*c*) More varied types of preparation are represented.[3]

(*d*) Occupational backgrounds of the parents differ widely.

(*e*) There are, therefore, more differing social and racial environments represented.

[1] Dr. Reynolds found the parental incomes of women college students to range from 29 per cent receiving up to $499, to 8.25 per cent receiving $10,000 and over. The median parental income for women students was $3,214.91; for men students, $3,020.95. O. Edgar Reynolds, *The Social and Economic Status of College Students*, pp. 14, 22. New York: Teachers College, Columbia University, Contributions to Education, No. 272.

[2] "Mount Holyoke, Smith, and Wellesley draw respectively, sixty, sixty-six, and seventy per cent of their students from states outside New England." "The Question of the Women's Colleges," an article by seven college presidents, in *Atlantic Monthly* (November, 1927).

[3] Sargent's *Handbook of Private Schools* lists, among those schools preparing for college: girls' schools preparatory to the large eastern colleges; preparatory to specific colleges; day schools; boarding schools; country day schools; Episcopal Church schools; schools for Jewish girls; schools with special courses in music, art, secretarial training, domestic science, etc.; schools emphasizing the study of French; schools with summer sessions; and schools with camp connections.

4. At the opening of the college year the growth of the college itself means that this increasingly heterogeneous group must also make its acquaintance with a more intricate, complex, and bewildering organization than ever before. To give a concrete illustration: in a given college of a little over one thousand students, an incoming student finds herself on a campus of 200 acres, containing 19 dormitories and cottages and 25 academic or service buildings. There are 15 administrative officers and executive secretaries with whom she will probably come into contact at some time; 112 members of the faculty, and 26 different departments. In addition to this, the extra-curricular life of the college includes 28 organizations, clubs, and councils. In her own dormitory she will be living with from 60 to 100 or more girls.

(*b*) *The Problems*

Theoretical analysis is not always verified in practice. To secure the actual problems of the prologue to college, the writer held interviews with those in charge of admissions at two women's colleges, and supplemented these by analysis of problems recorded on the record cards of 171 sub-freshman interviews at a third college.

1. *The Problems as Described in Interviews.* The problems given in two interviews with admission officers as counseling problems arising before the official opening of college are outlined below.

Relations between Parents and Daughters. The visit of parents and daughter to her chosen institution at the time of her acceptance, or afterwards, is revealing in many ways. There is sometimes evident, on the part of the sub-freshman toward her parents, irritation or disapproval, or too evident belief that she is the centre of the stage and the stage manager as well, or the other extreme of over-docility under a dominating attitude and complete stage-setting supplied by the parents. An interesting illustration given of parent-and-daughter situation was the occasional request of the parents that the college refuse their daughter something which they did not wish to refuse her themselves, such as her desire to room with her high-school chum. The counseling

demanded in this whole situation was found to involve the parents as well as the prospective student. This problem as a whole will be considered later.

Lack of Purpose in Coming to College. To explain what college means to a person who does not know why she has elected to spend her next four years in higher education, or who has a very superficial aim in doing so, is also a definite counseling problem. The emphatic comment was made that often any enthusiasm for college, or any decided motive in attendance, seems to be definitely lacking.

Unsatisfactory Personality, Appearance, and Habits. If anything is to be done at all with these personal problems after an applicant has been accepted, it can be done only with wise counseling. What is to be done with the girl who, though of good intellectual ability, makes it evident in an interview that, within the first week of college, she will be labeled as queer, snobbish, disagreeable, or unattractive? In one case, the parents of a sub-freshman, a girl who seemed to the admissions officer to be maladjusted in some ways but who had met every requirement, were persuaded to consult a psychiatrist in order to help along her happy adjustment to college life. The diagnosis of the psychiatrist showed so clearly what an unhappy experience college would prove to be for the daughter at that particular time, that the parents, convinced, withdrew the girl at once.

Interpretation of Requirements. The interpretation of requirements and admission standards is the more critical when the applicant is to be rejected, but with unrejected candidates it is important also. One illustration given was the interpretation of the scholastic aptitude, or other intelligence test scores. Parents and daughters are able to see the significance of examination marks, but are at loss to see what weight should be attached to the psychological tests; these tests parents and daughters either exaggerate or underrate.

Problems of Pre-registration. The last part of the prologue to college includes the time from the arrival of the new freshmen on the campus to the official opening of the academic year.

This is often converted now into a Freshman Week, during the greater part of which no upper classmen are present. Balanced activities which have been suggested for this time are lecture-performance periods, testing, a program of lectures, social and recreational activities, and individual counseling.[1] As stated in the interviews, some counseling problems evident in this period are (*a*) immediate incompatibility of roommates, (*b*) homesickness, (*c*) over-fatigue or illness, (*d*) the over-influence of upper classmen in some cases, and (*e*) bewilderment and confusion in the face of so many new experiences.

2. *The Problems as Evidenced by Student Questions.* Perhaps there is no better concrete illustration of student bewilderment than a cross section of the questions asked in the opening days of college. From four years' experience with a student information bureau, the writer has set down an example of the questions which were asked. The list is authentic, though not complete. The questions were asked in spite of a carefully formulated handbook in the possession of each student containing supposedly adequate information.

QUESTIONS OF NEW FRESHMEN

How do I get to such a hall?

Where is this examination held?

Where is the bookstore?

Do I have to buy my own examination book?

What banks do you recommend for student accounts? How much must be kept on deposit?

When are the college physician's office hours?

Who is my "big sister"? I was admitted late and did n't hear from anyone.

If I don't sign up for all those conferences listed on the bulletin board, what happens?

Where is the nearest garage?

Why is n't the express office open now?

I'm not in the hall I asked to be in; they made a mistake. How soon can anything be done about it?

Are all the student government rules in force yet?

I'm all in. Do I have to go to that lecture on how to study? What happens if I don't?

May students open charge accounts in the stores?

[1] Henry Doermann, *The Orientation of College Freshmen*, p. 134. Baltimore: The Williams and Wilkins Company, 1926.

I've broken my glasses and have an examination this afternoon. What can I do?

Do you know so and so? What is she like?

I've brought my typewriter and want to earn some money. How do I go about it?

My trunk's lost and I have just this one dress with me. What can I do?

Is it safe to keep money in my room?

When is there a chance to visit with my family, who are here with me? And what is there for them to do while I'm all tied up with these things?

And so on. Many an older person has succumbed to a need for "counseling" under less numerous perplexities than these!

3. *The Problems from an Analysis of Student Interview Records.* From one of the colleges studied, the records of 171 sub-freshman interviews were examined. The classification and analysis of these are the writer's, submitted to the college concerned for criticism and correction. In the writer's analysis, 68 problems noted in these 171 interviews seemed important enough to be called counseling problems, as shown below in Table VII.

TABLE VII

COUNSELING PROBLEMS APPEARING IN 171 SUB-FRESHMAN INTERVIEWS

Problem	Number of Times Noted	Per cent
Distinctly unsatisfactory personality, including personal appearance, voice, or manner	18	26.4
No definite ideas or plans about college studies	14	20.6
Poor reasons, or no reasons, for coming to college	8	11.8
Heavy responsibility for self-support	7	10.3
Unsatisfactory health record or habits	6	8.8
Limited activities or limited freedom previous to college	4	5.9
Distinct difficulties with certain examinations or studies	4	5.9
Too strong home ties	4	5.9
Background unsatisfactory for probable college success	3	4.4
Total	68	100.0

(c) *Conclusion*

We have seen that the situation in the modern prologue to a college career is an intricate one. With the new selective factors employed, the wider variety of economic, occupational, educational, social, and racial backgrounds represented, and the more

extensive geographical distribution, there results a still greater variety in the purposes of a hundred or a thousand students entering a given college, in their responses to the life and aims of the institution and in their points of contact and incentives. To such heterogeneity is added, as a problem-creating factor, the increasing complexity of college organization and facilities. Upon arrival at college, when easy adjustment should be made, the period of preliminary orientation may be crowded to the point of fatigue for the student; it may be "undercrowded" to the point of idleness; it may fail to appeal to and motivate him; or he may receive no assurance that there is anyone in this whole new environment who is interested in his development as an individual.

From this situation the problems which emerge are no trivial ones. Counseling in a trilogy of relations between parent, student, and college; arousal of purpose or its revision; the development of character, force, and personality from individuals who apparently present no promise of leadership ability; remedies for cases of bewilderment and confusion in the face of new experiences; relief of financial difficulties; decisions about poor health; limited freedom; and dubious background for college success — all are present, and none can be settled satisfactorily by the student alone. They are counseling problems.

2. PROBLEMS OF THE DORMITORY OR OTHER RESIDENT GROUPS

It is in the dormitories or other types of student residences that social relations and group life come about most spontaneously and most naturally. It is here that the student comes nearest to ordering his own universe in his own way. What are the factors in the situation, and what are the problems which arise?

(*a*) *The Situation*

1. Student groups constitute a much larger unit than the family unit, and are composed of those of the same age and sex.

2. Each individual's activities have a bearing upon a large number of other individuals.

3. Rules and regulations must, therefore, be established in view of the ordered living of these large numbers, rather than in view of one individual's desires.

4. Widely different environments and habits of living among various students are represented in a concentrated area.

5. There is the consequent opportunity for the educational use of this new and intricate social environment.

6. The dormitory is the natural setting for hospitality and the initiation of social contacts; it is a substitution for home and its significance during a four-year period.

7. The dormitory is the scene of the most immediate and most personal adjustments to be made in individual responsibility, the furnishing of one's room, care of the person, the making of contacts, and learning how to get along with others.

8. The dormitory and the individual student's room often form the chief constant environment among continuously shifting scenes and settings.

(*b*) *The Problems*

1. *From the Viewpoint of Administrators and Heads of Student Residence Houses.* In one college an interesting experiment has been made in a study course to consider dormitory problems. All the heads of student residence houses were members, and the course was conducted by the dean. The problems which the dean outlined for study included:[1] (1) aims, in meeting the problems for the girl of to-day, such as the sanctity of the home and its cultural value; (2) qualifications of a good householder; (3) conditions characteristic of the present generation; (4) problems of the adolescent girl; (5) health; (6) the maladjusted girl; (7) the comfortable home; (8) foods and menus; (9) etiquette and table service; (10) the home beautiful; (11) relation of physical environment to conduct, morale, and scholarship; (12) religious observance in the home; (13) standards of service; and (14) better homes.

[1] Mary C. Brogdon, *Better Housing through Better Householders*, pp. 149–160. Fourteenth Yearbook, National Association of Deans of Women, 1927.

The heads of houses in this same group adopted the following standards of service:[1] (1) a genuine interest in the student's welfare; (2) interest in her happiness away from home; (3) interest in her enjoyment of a wholesome social life; (4) constructive rather than adverse criticism; (5) encouragement of religious life; and (6) provision of opportunities for rest and recuperation.

2. *From the Viewpoint of the Student.* In unorganized group relationships, and in the hours of leisure and of study spent in the dormitories, problems of social relationships, of work, of philosophy of life, of temperament, and of home background — problems mental, physical and emotional — are all revealed.

A group of over two hundred freshmen in college dormitories was given a questionnaire drawn up by the writer. One section, entitled "Factors of Influence," included items which they were asked to underline if these, or events connected with them, had been troubling or exciting to the extent of interfering with general happiness, sleep, relaxation, or ability to work. While the students were not asked to label these problems as dormitory problems, even a casual glance is sufficient to show that all the problems cited would occur either in the student residence — as the setting for many leisure activities, for sleep, and for work — or in unorganized social groups elsewhere. These are counseling problems also because of the degree of disturbance which it was indicated that they had produced. Table VIII contains the problems as given.

That the problems cited in Table VIII are not peculiar to freshmen alone is evident from a study made by Dr. Blanton of juniors and seniors.[2] His investigation of a group of over one hundred unselected juniors and seniors shows interesting results. Although these are not necessarily problems of dormitory setting, they are valuable here as a basis of comparison with the freshman study. (Table IX.)

[1] Mary C. Brogdon, *op. cit.*, p. 159.

[2] Smiley Blanton, "A Mental Hygiene Program for Colleges," in *Mental Hygiene*, Vol. IX, No. 3 (July 1925), pp. 479–480. Quoted by permission of The National Committee for Mental Hygiene.

TABLE VIII

Factors of Disturbance during Freshman Year as Noted by 125 Freshmen

Statement: "I have underlined in the following any items which of themselves, or through events connected with them, have troubled or excited me this year to the extent of interfering with my general happiness, sleep or relaxation, or ability to work."

Results

Social Relationships	
Clothes	8
Money	11
Intensive girl friendships	16
Lack of girl friends	14
Men friends	9
Lack of men friends	11
Awkwardness in meeting people	18
Sense of unpopularity	13
Work	
Inability to concentrate	53
Poor planning of time	44
Lack of time	28
Laziness	21
Unfavorable working conditions in the halls	30
Slow rate of working	32
Tendency to put things off	66
Lack of physical energy	19
Temperament	
Sensitiveness	36
Loss of temper	3
Moodiness	24
Feeling of "being different"	19
Over-submissiveness	10
Home Background	
Disapproval of family or friends	2
Illness in family	18
Worry or dissatisfaction about general home conditions	17
Total	522

Factors in Order of Frequency	
Tendency to put things off	66
Inability to concentrate	53
Poor planning of time	44
Sensitiveness	36
Slow rate of working	32
Unfavorable working conditions in the halls	30
Lack of time	28
Moodiness	24
Laziness	21
Lack of physical energy	19
Feeling of "being different"	19
Awkwardness in meeting people	18
Illness in the family	18
General home conditions	17
Intensive girl friendships	16
Lack of girl friendships	14
Sense of unpopularity	13
Lack of men friends	11
Money	11
Over-submissiveness	10
Men friends	9
Clothes	8
Loss of temper	3
Disapproval of family or friends	2
Total disturbances from factors	522

Number in group	213
Disturbed by one or more items	125
Disturbed by none	14
Section omitted — no comment	74
Average no. of items checked	2.8

TABLE IX

PROBLEMS OF 104 UNSELECTED STUDENTS: JUNIORS AND SENIORS *

85	Suffered from self-consciousness, timidity, stage fright, fear of reciting, or anxiety when meeting people. These attitudes were so well marked that the students themselves felt that they constituted a severe handicap to their social adjustment.
74	Had feelings of insecurity, inadequacy, or inferiority so definite that they felt handicapped by them.
72	Had friction and conflicts with either one or both parents so marked that it made them distressed or unhappy.
55	Had problems relating to their love and sex life that needed adjustment.
14	Had religious problems.
14	Were upset because they had chosen the wrong vocation or did not know which ones to choose.
314	Total problems for 104 students.

* Adapted from Blanton, *op. cit.*

The dormitory has always been recognized as the setting in which many emergencies occur. Sudden illness, receipt of bad news, risky escapades, suicides, and student disappearances have all been on the college lists. We must recognize also that the student residences and unorganized social groups, because they embrace a great deal of the student's leisure, working hours, social activities, discussion, and hours of sleep and rest, as well as the student's most intimate and most immediate adjustments, are practically all-comprehensive as a problem area. The significance of this conclusion will be examined later.

(c) *Conclusion*

In Table VIII we find represented the problems of 125 freshmen. Many of them might occur in several settings, but we believe that all of them may be reliably considered as problems of the dormitory and of unorganized social groups.

The criteria for presenting the problems in the freshman study were "interference with general happiness, sleep, relaxation, or ability to work." Criteria in the second study included problems constituting "a severe handicap to their social adjustment," feelings "so definite that they felt handicapped by them," conflicts

"so marked that they made them distressed and unhappy," and problems that "needed adjustment." Such criteria should have eliminated superficial and passing difficulties; problems presented with these standards warranted the assumption that the student's own attempts to solve the difficulty had not yet been successful, and that help from another source was desirable.

The total number of problems cited for 125 freshman students is 522, an average of 2.8 problems per student. For Dr. Blanton's study, there was a total of 314 problems for 104 students. It should be remembered, however, that the basis for both studies was subjective, and that the important result of this survey is not the actual number of problems evident, but their wide range, variety, and frequency.

3. PROBLEMS OF THE CLASSROOM

Counseling problems do not cease with the end of the prologue to college and the official beginning of the college year. Hundreds of students from all classes take up their residence in the dormitories, the opening chapel services and assemblies are held, classes begin, extra-curricular activities make their opening gestures, study is imminent, and the college student has begun his first, or another, year of active and independent living as a member of a community composed of others of the same age, sex, and occupation.

It has been assumed by most of those connected officially with his present college attendance that he is there to study. Will his mental development take place easily and naturally in the college environment, from the group instruction of the classroom and laboratory? If there are some obstacles discovered, can he always solve them himself; or should he be expected to do so? In other words, what student problems are revealed in the classroom, of which the wrong solution or the lack of solution is affecting the student's development, and for the best solution of which some of this "deliberation together" between the student and a representative of the college seems to be demanded?

Let us first examine the general classroom situation.

(*a*) *The Situation*

1. The *setting* furnished by the usual classroom is radically unlike that associated with similar activities; it is traditional, formal, non-aesthetic, with a standardized arrangement of classroom furniture and equipment.

2. The *time limit* of a class is an arbitrary one. No matter what the lack of development in student thinking, or how critical an interruption of genuine student thought the end of the hour may mark, the group must be dismissed at a given time.

3. There is little opportunity afforded the instructor for the *consideration of individual differences* in student responses to his material and to his method of presentation. From a score to several hundred different individuals are responding or failing to respond to the personality and performance of a single person in authority.

4. For the most part, in the college classroom *methods new* to the incoming student have been used, and new ways of study have been necessary in the preparation of assignments.

5. A particular classroom presentation is *seldom a separate unit* in the mind of the student, but is unavoidably bound up, not only with the remainder of the course and the student's curriculum, but with the other class presentations, study, and varied activities for that given day. A presentation is successful according to its degree of adaptation to the student's present body of knowledge, interest, point of view, and understanding.

(*b*) *The Problems*

At the time of writing there could be discovered no published investigation of specific counseling problems revealed in the classroom. Since the purpose of this study was to outline these problems, not to make a statistical investigation of them, a compilation was made to include the results of eight interviews and analyses of college faculty members whose classroom experience had been extensive. The general classification suggested in the interviews was as follows:

Problems concerning the classroom setting and atmosphere.
Problems arising in the preparation of assignments.
Problems in regard to the instructor.
Problems of content and purpose of the course.
Problems dealing with the relation of the classroom activity to other activities and values of college life.
Problems dealing with the relation of the course material to the rest of the student's knowledge.
Problems of student ability.
Problems of student personality, character, and habits revealed during the conduct of the class.

It was emphasized in each interview that only counseling problems were desired — problems concerning the student's development which, for the best solution, seemed to demand some individual consultation between the student and the instructor, or some other official representative of the institution. Those giving the problems were not asked to decide who, ideally, should give this counseling.

The problems are given in Table X.

TABLE X

A Detailed Analysis of Classroom Problems

Problem	No. of Times Cited
Classroom Setting and Atmosphere	
Over-cutting	3
Unconventional attire	3
Prejudice against building or classroom	2
Habitual tardiness	2
Total	10
Preparation of Work	
Problems in how to study	8
Material poorly organized	2
General low-grade performance	2
Refusal to do work	2
Dishonesty	2
How to write examinations	2
Slovenly work habits	1
Preparation time poorly proportioned in relation to other courses	1
Total	20
Problems Concerning the Instructor	
Dislike and disapproval of, or indifference to, the instructor	6
Too much dependence upon instructor	4
Too much interest in instructor	2
Lack of confidence in instructor	2
Total	14

TABLE X (CONTINUED)

Content, Purpose, and Method of Course	
Prejudice or antagonism toward method of course	5
Prejudice or antagonism toward content of course	4
Failure to see aim or value of course	2
Inability to cope with material of course	1
Taking of course for vocational purposes	1
Total	13
Relation of Classroom Activity to Other College Activities and Values	
Student's application of course to own problems	3
Too much distraction and lack of time	2
Doing next assignments in class	1
Carry-over of previous activities	1
No place for course in college values as student sees them	1
Total	8
Relation of Course Material to Rest of Student's Knowledge	
Difficulty of student in integrating course with point of view of other courses or with own point of view	6
Choice of special fields of study	1
Total	7
Problems of Student Ability	
General inability to do work	4
Difference between individual and class rate of progress	3
Slow reading ability	2
Unusually poor English or inadequate vocabulary	2
Mediocre student aspiring to level beyond ability	1
Total	12
Student Personality, Character, and Habits	
Heckling	5
Problems of care of person	3
Health problems	3
Inhibitions in recitation	3
Discourtesy	2
Over-informality	2
"Mark weepers"	2
"Grudge holders"	2
Inability to take criticism constructively	2
Non-social tendencies	2
Laziness and indifference	2
Class "kickers"	1
Noisiness	1
Over-volubility	1
Speech defects	1
Daydreaming	1
Racial problems	1
Total	34
Total problems cited	118
Types of problems	49

(c) *Summary*

1. The problems cited in the two foregoing tables are those which the faculty members interviewed felt should be designated as counseling problems; and in the majority of problems the counseling had actually taken place.

2. The necessity of counseling individual students on the question of how to study was given in every case. Next in frequency (six times in all) were given the student's difficulties in integrating a course with other courses or with his present point of view; and also the problem of indifference, disapproval, or dislike of the

TABLE XI

RELATIVE FREQUENCY OF CLASSROOM PROBLEMS

Classification	Number	Per cent
Student personality, character, and habits	34	28.8
Preparation of assignments	20	16.9
Problems concerning the instructor	14	11.0
Content and purpose of the course	13	10.2
Student ability	12	11.9
Classroom setting and atmosphere	10	8.5
Relation to other activities and values	8	6.8
Relation to rest of student's knowledge	7	5.9
Total	118	100.0

instructor by individuals in the class. Since all the instructors interviewed were well liked and held the confidence of their classes, it is to be wondered whether their awareness of these individual situations was not a constructive factor in building up a desirable attitude in each class as a whole. The same is true of two of the three problems ranking next in frequency (cited five times): the problem of the "heckling" student, and the problem of prejudice or antagonism against the method of the course. Such situations had been faced and dealt with. General inability of the student to do the work was also mentioned five times as a counseling problem. The other problems mentioned less often have been shown in detail in Table X.

3. Only a few of the interesting illustrations of the problems as classified can be given here. Concerning *preparation of work*, two cases were mentioned of a definite refusal to work. One girl refused to participate or prepare in any way. Upon inquiry, it was found that her parents were forcing her to remain in college in spite of her repeated requests to withdraw, until finally she had adopted a course of action which she felt would have to be effective.

Problems of student ability revealed interesting illustrations. A slow rate in reading, especially in courses where a large amount is required, was found to be a problem quite often demanding individual counseling. That this deficiency is not entirely due to mere lack of instruction, however, is shown by study of a group in which 7 per cent were found to be below the level of eighth grade in reading ability; and 30 per cent no higher than the eighth-grade level.[1]

4. Table XI shows the relative frequency of the problems when grouped under the various classifications. There were 123 problems in all from the eight different sources consulted. In this total there were, of course, duplications. The total of different problems was 49. Problems of student personality, character, and habits came first in frequency, both in the total and in the number of different problems. Problems concerning the preparation of assignments came next (17.9 per cent), and problems of student ability third (12.2 per cent).

(*d*) *Conclusion*

1. The classroom is without doubt an important area for the revelation of significant student problems, confined by no means to the difficulties of study.

2. It is evident, even from such a limited survey of counseling problems revealed in the classroom, however, that for a faculty member interested in the welfare of his students, the range is too wide and the problems too serious to enable him to do justice to these and to the teaching load commonly expected of him.

[1] S. L. Pressey and others, *Research Adventures in University Teaching*, p. 110. Bloomingdale, Ill.: The Public School Publishing Co.

3. There are in the foregoing tables certain problems which seem common enough and educational enough in the information needed for their solution to warrant their treatment in the whole class, or, better still, in an inter-class group. These are problems such as how to study, how to organize material, and how to write examinations.

4. Certain other problems, though revealed individually, may be found to be typical of a fairly large portion of the class, and can be handled as class counseling: problems of perplexities concerning content, method, and purpose of the course.

5. Other problems, although they might be common to a group of class members, because they are problems of individual differences, would require individual handling in a class group. In the entire student body, however, there might be small groups at similar stages in each problem. Problems of general inability to do the work, for instance, have been handled by sectioning on the basis of ability.

6. A last group is composed of problems of distinctly individual reactions and circumstances. Doubtless these must always be dealt with individually.

4. PROBLEMS OF NON-CURRICULAR GROUP INSTRUCTION AND GUIDANCE

Administrative officers, members of the faculty, and other representatives of the college meet students in the "prologue" to college, in dormitory life, and in the classroom; and we have been examining certain problems which there reveal themselves. There is another type of group which, although not assembled in the classroom or during class periods, is organized for additional group instruction and guidance found necessary or desirable for various reasons. This classification is rather interesting because of its variety, but rather alarming at times because of its bulk, since it is the same body of students who must respond to all these supplements and angles of approach which are adjacent to the curriculum but not of it; and must respond to the curriculum as well, not to mention the extra-curricular life which they them-

selves have organized. Let us examine the situation and the possible counseling problems arising.

(*a*) *The Situation*

1. Between the strictly curricular instruction of the classroom and the extra-curricular activities initiated and sponsored by the students is a field of non-curricular instruction and guidance.

2. Such instruction and guidance includes the following:

(*a*) Instruction and information given as additional classroom material, in reality belonging to the curriculum but crowded out for lack of time. Illustrations of this are general lectures given by heads of departments to all students in that department, and lectures or dinner meetings by visiting speakers representing the field under study.

(*b*) Field instruction and guidance given by department members in addition to their courses, somewhat related to these. Examples of this are extra-instruction in sports; short student-training courses in club leadership and recreation, sometimes given by outside agencies; and trips of investigation or special projects under faculty supervision.

(*c*) Occasions informational and cultural open to all students, regardless of the courses they are taking, such as talks by noted speakers, concerts, plays, readings, and other similar contributions.

(*d*) Group guidance and instruction from administrative officers, such as help in how to choose courses, the use of the college appointment bureau, the explanation to seniors of alumnae privileges, or matters concerning room-choosing.

(*e*) Instruction and guidance in the use of equipment and facilities such as the college library, grounds and buildings, and house privileges.

(*f*) Group instruction and information deemed necessary or extremely desirable for the college student's orientation and development, but not yet conceded a place in the curriculum. This classification would include vocational talks and conferences,

educational guidance, talks given for general orientation to college life, and lectures given in personal, social, and mental hygiene.

(*g*) Group instruction and guidance deemed necessary for the welfare of the corporate life of the college, such as required church and chapel, and other compulsory gatherings of the entire student body.

(*b*) *The Problems*

In the field of non-curricular guidance and instruction, we are dealing with so extensive a territory that the wisest treatment is to classify the problems and attempt to furnish concrete illustrations of them.

1. First, we have counseling problems concerning the best planning of time, and discrimination in the choice of activities in the face of so many events. There is the student who, in addition to any extra-curricular participation, endeavors to take in every lecture or project open to him. There are the problems arising from a constant conflict between curricular demands, the recreational program which the student himself desires, and a host of non-curricular "expected" activities.

2. Secondly, we have the problems which are common to a group: problems which can and must be made a matter of group counseling, after which individual applications can be made independently. Otherwise these same difficulties would occur so often and necessitate so many duplicating individual conferences that it would be impossible to handle them. Requirements to be met and principles to be followed in the choice of courses; the explanation of some new policy; the working out of some regulation, or the use of the appointment bureau — all these furnish group counseling problems to begin with, and may furnish individual problems in subsequent special applications.

3. There are problems arising in connection with instruction and guidance in the use of equipment and facilities. The most important of these are counseling problems relating to the use of the college library. The atmosphere of the college library is that of freedom compared with the classroom, but this measure of

freedom, combined with the definite restraints necessary to ensure equal privileges and working efficiency to all, furnishes a rather imposing array of difficulties. An interview with a college librarian furnished the following list of problems requiring counseling:

Keeping books out overtime — not only breaking regulations thereby, but consciously causing considerable inconvenience to other students.

Refusing to pay the fines incurred — offering almost every known variety of excuse.

Hiding books, or removing them from the library with no intention of returning them.

Cutting out articles and pages needed for class reading.

Pleading for special exceptions in the use of books, in hours in the library, and so forth.

The abuse of special privileges, such as the use of separate study rooms or stacks for social purposes.

Lack of courtesy, self-control, and consideration for others. We cannot blame the students for the crowded conditions in some libraries or the lack of sufficient copies of required references, but no one who has witnessed an undergraduate contest for reserved books just before a paper or examination will deny its intimate revelations of characteristic reactions.

4. Vocational problems occupy a distinct place in this noncurricular classification. Group instruction and guidance in this direction bring to light or create an awareness of problems or the need for a discovery of interests and abilities; needed vocational tryouts or the vocational value of experiences already gained; the realization of new problems by the students after securing accurate vocational information, in place of vague impressions; problems of preparation; and problems of placement or entrance into a chosen field.

5. Lastly, there are the problems which every student's course does not include, but which have been regarded, or have been demonstrated, as too important to leave untouched during the four years of college life. These have been treated in many colleges in the hope that such group instruction and guidance may be a stimulation to satisfactory individual adjustments. The chief of these are the following:

(*a*) Problems of the students' search for their religion and philosophy of life. The primary purpose of college chapel and church, and of many series of talks and discussions, is aimed toward this end; yet the question of compulsory attendance at religious services is in many places an area of rebellion at present.

(*b*) Problems of general orientation to college life and college purpose. The course given with this aim at Antioch touches on major issues and experiences of everyday life, budgeting of time, how to study, a survey of callings, the purpose of scientific investigation and research, and the possible contributions of various courses.

(*c*) Problems of personal, social, and mental hygiene. A talk on college problems in this field given at one women's college dealt with the tension known as "college rush," worry, moods, the feeling of inferiority, wrong home adjustments and lack of emancipation from the home, crushes, "romantic glamourism," "blind" dates, dancing and "stewed" orchestras, drinking, and petting.

(*c*) *Conclusion*

It is to be wondered, in view of the critical problems left for this group, whether the situation is being handled wisely; whether we are not making this non-curricular grouping a catch-all for the student problems which cannot be side-stepped because critical and vital, yet handling them in the leavings of time, effort, and vision on the part of administrators, faculty, and students.

In any case, it is apparent from the problems outlined that there are some factors in non-curricular group instruction and guidance which are creating new problems, such as the numerous supplementary lectures and talks. Other features are intended to help solve present student problems; and some are intended to prevent new problems.

5. PROBLEMS OF ORGANIZED EXTRA-CURRICULAR ACTIVITIES

Dr. S. L. Pressey in his recent book gives an interesting account of the growth of extra-curricular activities of a generation ago.[1]

> These young people came and were shortly to go back to communities in which social and economic problems were perhaps not so complex as they are now, but were certainly pressing, and called for leaders having an intelligence and high ideals regarding these matters. And what did college offer, to bring these young people to an understanding adjusted to their complicated adolescent selves and to their world? . . . The very existence of these vital problems was hardly recognized. Small wonder that these students turned in desperation to activities of their own making, not always admirable but at least involving real doing, a certain relevance to common adult activities, vigorous give and take with other people — situations in which there might be real life, and an opportunity for character and personality to grow.

The college campus to-day teems with an increased number of these activities of the students' own making. What are the general characteristics of the present situation?

(*a*) *The Situation* [2]

1. Extra-curricular activities are motivated primarily through student initiative and support.

2. They furnish part preparation for many major situations in adult community life which is not at present furnished by curricular activities.

3. Their scope usually includes athletics and recreational clubs (such as outing, riding, and hiking clubs); cultural clubs (dramatic, musical, debating, literary); executive and managerial offices (major offices in all activities); religious and social service activities; social organizations and clubs (including class organizations); and student government activities.

4. The present outstanding emphasis is for the reëvaluation of all extra-curricular activities; the simplifying and coördinating of present organizations; and the elimination of such problems as

[1] S. L. Pressey and others, *op. cit.*, p. 69. Quoted by permission of the Public School Publishing Co.

[2] Adapted from a fuller outline done in conjunction with Miss Maude P. Thayer and Miss Ruth A. Merrill.

commercialization, exploitation of students by outside organizations, excessive participation in activities, and campus politics; and for the extension of participation in activities to greater numbers of students.

5. A comprehensive statement of the possible value in college extra-curricular activities has not been discovered by the present writer; but in view of the appointment of committees on more than one campus for the investigation of various aspects of the situation, it is probable that in the near future we shall have more data for analysis.[1]

Meanwhile a recent investigation covering the reports of 1071 high-school principals revealed the following list of values in the extra-curricular field which may well be given a thoughtful consideration by the colleges:[2]

Values of Extra-Curricular Activities in High Schools

They tend to create a friendly spirit between school and community.
They foster loyal school support.
They increase efficiency in regular work.
They increase the personal interest of teachers in pupils.
They develop initiative, responsibility, and coöperation.
They train for worthy use of leisure.
They develop skills needed in active citizenship.
They form the basis of true moral and character development.
They stimulate tastes and ambitions for larger life activities in the school.

(*b*) *The Problems*

The possible constructive values of extra-curricular activities, however, do not always appear to be in ascendance over their deficiencies and problems. The same group of high-school principals already referred to gave the following as the ten most baffling problems of student activities:[3]

[1] *Extra-Curricular Activities at the University of Minnesota*, by F. Stuart Chapin, is one of these reports, published after this study had gone to press.

[2] "Extra-Curricular Activities in High Schools," in *American Educational Digest*, XLIV, 389–392, 415–417. Quoted by permission from the *American Educational Digest*.

[3] *Ibid.*, pp. 4–6.

Ten Problems of Student Activities in High Schools

(1) To get adequate financial support.
(2) To find sufficient time.
(3) To secure trained faculty advisers.
(4) To restrict the number of activities.
(5) To regulate student participation.
(6) To develop student interest and initiative.
(7) To keep activities from lowering school standards.
(8) To secure proper facilities.
(9) To keep legitimate organizations from becoming social groups.
(10) To eliminate outside interference.

1. *Inferred Extra-Curricular Counseling Problems in the College Field.* The problems in the high school are problems of the activities themselves. They point very clearly, however, to necessary adjustments of individual students arising from these general difficulties, and arising in the college as well as in the high-school field. These may be analyzed as follows:

(*a*) The difficulty of expense, in the cost of activities to the individual student.

(*b*) The question of time consumed in these activities, and its wise proportion in the student's total time budget.

(*c*) The lack of guidance and of definite purpose in the student's extra-curricular participation. Under this heading comes the consideration of the use of student activities as vocational tryouts, and even as professional training. Whether or not we approve, many students secure their first positions after college, not on the basis of the courses they have taken, but upon their participation in some extra-curricular activity related to the demands of the job.

(*d*) On the question of the number of the student's activities, there is general agreement on the following points: there may be too many, causing over-distraction as well as lack of time; there may be too much specialization in a few, causing lack of proper balance in interests; there may be too few activities or none at all, causing a still greater lack of balance in a proper program.

(*e*) Difficulties arising from a student's failure to find entrance into a preferred activity — disappointments which are much more influential than we sometimes realize.

(*f*) Problems of executive and managerial officers: the carrying of responsibility, the making of important decisions, the management of funds and budgets, and the development of leadership.

(*g*) The relation between scholastic achievement and extracurricular participation.

(*h*) Problems arising because of the nature and province of specific activities. Under student government, for instance, come problems of discipline and of interpretation of regulations; under athletics, problems of sportsmanship, health, and so forth; and under social organizations and clubs, even without the sorority system which the liberal arts college often lacks, come difficulties because of the formation of cliques, the exercise of campus politics, and standards of extravagance which affect the individual student.

Again, in a student religious organization, many vital student problems may be revealed. Because of the freedom of action usually allowed the Young Women's Christian Association by the college administration, and the growing force of the Christian Association movement both nationally and internationally, the college Young Women's Christian Association has the chance to serve as a centralizer of purpose in the college community, in the many interests of college life and in the life of the individual; as a motivating agency — a Christian dynamic on the campus; as an investigator, in coöperation with the student government, of student problems and attitudes which need the light of constructive student opinion; and as an initiator and experimentor wherever there is need.

2. *Illustrations of Actual Counseling Problems.* Data adequate enough to furnish a reliable estimate of the frequency of extracurricular counseling problems could not be discovered, and the scope of this present study did not permit launching a thorough investigation of this one aspect of the problem. The following facts from the data used in this study, however, will show trends worth further thought and verification in larger fields.

(*a*) Of one hundred student problems given staff consideration in one of the colleges studied, fourteen contained these extra-curricular difficulties demanding counseling:

Overwork in some special activity	6
Too many activities in general	3
Too little diversion and recreation	3
Too many social activities in a given period	1
Taking responsibility of student office too hard	1
Total	14

(*b*) Of 146 student interviews analyzed by the writer, only six, or 4.1 per cent, originated or were revealed most prominently in the field of extra-curricular activities. This proportion cannot be taken as representative, however, as the interviews were held during the examination period. These included counseling about loss of extra-curricular privileges because of low academic standing; two conferences between a college official and a student officer representing a special activity about one of its problems; cases of adjustment to college life, including student activities; the conduct of a student club; and a vocational conference based upon a tryout by the student in the field concerned.

(*c*) *Conclusion*

Such brief and incomplete evidence merely demonstrates that extra-curricular counseling problems do exist; that they are varied in nature; and that they are important. Until more data are available, it is probable that for some idea of their scope and significance we must look to a theoretical analysis of problems latent in the situation, such as we have attempted to make earlier in this section.

6. PROBLEMS REVEALED IN INDIVIDUAL CONFERENCES

(*a*) *The Situation*

In the preceding sections of this chapter on the distribution of counseling problems we have attempted to outline difficulties as they appeared in group activities, in the dormitories, in the class-

room, in extra-curricular pursuits, and in other groups. There are remaining problems which the student neither discusses nor reveals in any group, difficulties which she discloses confidentially only in individual conference, or through an individual acquaintance with her. For the purpose of this study we are primarily concerned with problems revealed in individual conferences with some official representative of the college.

(*b*) *The Problems*

In an interview with one personnel director, the problems reported as those which in her estimation appeared most often in conferences rather than in any group activity were: (1) educational problems, especially the question of poor work and its causes; (2) vocational problems, including wrong preparation for the preferred occupation; (3) problems of student thinking and attitude; (4) financial problems and other external difficulties; (5) racial problems; and (6) personal and personality problems.

For more objective evidence, in connection with the 150 student interviews analyzed in later chapters, the question was asked on the record sheet sent to eight personnel officers in five colleges for women: "Was the problem demanding this interview revealed in group life, or was it revealed only through a conference or acquaintance with this individual student without being apparent in any group activity?"

There were responses to this question in 122 of the 150 student interviews reported. Of these, 70 were problems estimated to have been revealed through individual conference only, and 52 were estimated to have appeared already in some group activity. Of the 70 problems revealed only through individual conferences, 26 proved to be quite different from the case as stated at the beginning of the interview. In 53 of these 70 interviews, the students came voluntarily; 11 were sent for by the office; 4 were referred to the office by an appointment bureau, a physician, a father, and a family friend respectively; 1 was a regularly scheduled freshman interview; and 1 was not classified.

What was the nature of the difficulties disclosed confidentially in these 70 individual conferences? Twenty-two were educa-

tional guidance problems; 18 were vocational guidance problems; 9 were financial; 6 were due to living conditions; 6 were personal and personality problems; 4 were questions of regulations and penalties; 4 were home problems; and 1 was a health problem.

The question raised in the preceding paragraph can be answered more clearly, however, by a comparison of the counseling problems revealed in individual conferences with those revealed in group activities. Are there any significant differences between them? Let us examine Table XII.

TABLE XII

A Comparison of Counseling Problems Revealed Primarily in Individual Conferences with Those Revealed in Group Activities

Nature of Problem	Individual Conferences		Group Activities	
	Number	Per cent	Number	Per cent
Educational guidance	22	31.4	10	19.3
Vocational guidance	18	25.7	8	15.4
Financial	9	12.9	1	1.9
Living arrangements	6	8.6	6	11.5
Personal and personality problems	6	8.6	16	30.8
Home adjustments	4	5.7	0	0.0
Regulations and penalties	4	5.7	8	15.4
Student activities	0	0.0	2	3.8
Health	1	1.4	1	1.9
Totals	70	100.0	52	100.0

(c) *Conclusion*

1. *The variety of problems about the same under both classifications.* The problems revealed in individual conferences are about as varied as those appearing in group activities. The only difference in variety to be noted in this study is the addition of extra-curricular problems, and the omission of home problems, among difficulties revealed primarily in group activities.

2. *The proportion of problems markedly different.* The differences in the percentages of these types of problems, however, as they appear primarily in individual conferences and primarily in group activities, respectively, is very marked.

3. *The nature of these differences.* The comparison table demonstrates that, in the problems estimated to have been revealed through individual conferences only, there is a positive difference of more than 10 per cent in educational and vocational guidance problems; and of 5.7 per cent in home-adjustment problems. On the other hand, there is a negative difference of more than 10 per cent in personal and personality problems, and difficulties regarding regulations and penalties. In other words, the table shows that in these interviews more problems of educational and vocational guidance, and to some extent, more of home adjustments, were revealed for the first time through individual conference; whereas more problems of personality, of regulations and penalties, and to some extent of living arrangements and student activities, were revealed first through group activities.

4. *A special consideration of personal and personality problems.* The change from 8.6 per cent of personal and personality problems revealed primarily in individual conferences to 30.6 per cent revealed primarily in group activities deserves special attention. Under this personality classification are included cases so individual that they belong more accurately under a special classification than under any more general ones; and cases where the causes of the difficulty were due more to the student's make-up than to factors of external situations. In this group, for instance, are included a reported case of a religious upset, a sex problem, a theft in the dormitories, a case of extreme fear of people, one of unhappiness from lack of social life, a student with temper tantrums, another emotionally unstable, and a problem of extreme depression.

From the foregoing table we conclude, first, that these more intimate personal problems are not brought freely and frequently to individual conferences, to be revealed there for the first time, but tend rather to be revealed first in some group activity, and from there to be referred to a central office for counseling. Of the 16 personality problems brought out in some group activity, only five were reported voluntarily; two students were sent for by the office, and nine were definitely referred — by faculty members, heads of dormitories, parents, and other students. In the six individual-conference personality problems, one student was re-

ferred and one sent for because a part of the problem had been brought out, and of the four voluntary ones, all were cases of unhappiness and discontent with college, stressing external factors of the college situation rather than internal personal deficiencies.

There is an important corollary, however, to the conclusion that we must look to group activities for the appearance of the more intimate student problems. It has been stated previously that of these 70 problems disclosed primarily through individual conferences, 26, or 37 per cent, proved to be quite different from the case as stated at the beginning of the interview; and that over three fifths of these disguised problems are personality problems.[1] This brings us to the second important conclusion in regard to intimate student problems: that whereas they occupy 30.8 per cent of the group problems, 22.8 per cent of the individual-conference problems proved to contain personal and personality problems in disguise, in addition to the 8.6 per cent stated as such, making a total of 31.4 per cent of personality problems finally revealed in individual conferences as contrasted with group activities. This study indicates, therefore, that we must not only watch for these intimate problems to appear in group activities, but look for them in the statement of other problems brought for individual conference. The significance of this indication will be examined later.

Our next step will be a consideration of the entire personnel of problem solution.

[1] These are problems, 2, 3, 7, 8, 9, 11, 13, 15, 17, 19, 22, 23, 25, 29, 32, 42, 43, 46, and 57, in Table XV.

CHAPTER IV

THE PERSONNEL OF PROBLEM SOLUTION: AGENCIES DISCOVERING AND CONTRIBUTING TO THE SOLUTION OF COUNSELING PROBLEMS

A picture of the "personnel of problem solution" almost a century ago is drawn clearly in a reminiscence of a student entering Mount Holyoke Seminary in 1837.[1] She describes her thirty-six-hour journey by stagecoach and ferry, and her arrival at the Seminary after nightfall in a state of extreme fatigue and homesickness. But at the door she was received by the principal, then welcomed in a few moments by Mary Lyon herself, who dispelled tears that evening by her affectionate greeting, and presided at the breakfast table with a cheerfulness which again vanquished gloom.

In other words, the "personnel of problem solution" was a very simple one: the founder, the principal, and a small group of teachers. The "case study outline" presented later in this chapter would doubtless have contained no difficulties for them; in all probability they could have covered it thoroughly from their own personal acquaintance with the student's family, and from continued observation and friendship with the student herself.

But at the present writing, ninety years later, with hundreds or thousands of students in a given college, and scores of administrators, we must consider the following:

A. Agencies having partial knowledge about a student, necessary in case a problem arises.

B. Agencies to whom counseling problems are brought or revealed.

C. Agencies necessary for a thorough solution of a counseling problem.

[1] Beth Bradford Gilchrist, *The Life of Mary Lyon*, pp. 370–371. Boston and New York: Houghton Mifflin Co.

A. Agencies having Partial Knowledge about a Student

Because of division of labor and function, separate sources of data about a student which are necessary in case a problem arises are fairly numerous. Let us take for illustration the authentic case of a college freshman who, later in the year, was discovered to be suffering from considerable over-anxiety and financial strain.[1] At the beginning of the year, the following sections of the picture were under careful, efficient, and separate preservation by various agencies and officials.

1. SOURCES OF INFORMATION FOR A GIVEN CASE

The registrar, the physical education director, and the admission officers knew that S. was only 17 years of age. The registrar knew that her father was in a clerical occupation and therefore in all probability found it hard to afford a college education for his daughter. The admission officers knew her to be a graduate of a large public high school, with a standing well up in the highest tenth of a class of several hundred. On the other hand, the psychology department knew that her intelligence test score placed her in the lowest fifth of the incoming college class. The college physician and the physical education department knew that before she was eight years old she had been in a serious automobile accident, and at another time had suffered from a serious leg wound. The admissions office record contained the report of the high-school dean that S. needed an unusual amount of rest and sleep to do her high-school work well. The instructor in speech had noted that there were no speech defects. The dean's and the registrar's offices knew that she was engaged in self-help in one of the halls, to the amount of $100. The dean knew that a church organization had lent her several hundred dollars. The Y. W. C. A. knew that she was a member of the church. The psychology department knew that she had rated herself, among other traits, as very easily frightened and exceedingly shy.

[1] Several facts in this case have been changed to conceal its identity.

At the end of the first college semester, S. stood in the lowest eighth of her class. When, in connection with some other circumstances, an exceedingly busy office and a still busier dean gave attention to the situation, the information given above was centralized from these eight different sources. This centralization showed a further inquiry to be desirable, and, with the immediate coöperation of the student, these additional facts were gathered: (1) the mother was a college graduate, but the father was not; consequently, the mother strongly approved of college for the daughter, but the father was indifferent; (2) S. was the oldest in a family of several children, and shared in a feeling of responsibility for them; (3) her purpose in coming to college was to get out into the world away from home; (4) she was exceedingly fond of English and wanted to teach it; (5) she admitted that during the semester she had been bothered to the extent of interference with her general happiness and ability to work, by the matter of clothes, a sense of unpopularity, inability to concentrate, unfavorable working conditions in the halls, a tendency to put things off, and a lack of physical energy; (6) her estimate of the most important thing that had happened to her so far was the intense relief that she had not yet flunked out of college.

Counseling further revealed the fact that her financial situation was becoming more difficult. Her worry over this was causing growing interference with her work. The resulting poorer grades increased her financial worries because she feared losing her scholarship, and because her father had stated that his aid also depended upon her record. With this vicious circle of thought she had not, of course, been obtaining the rest and sleep she needed and was in a fatigued condition.

Only a fifteen-minute interview was available for S. that morning. In the few minutes left after this situation was revealed, she was given suggestions as to how to study and budget her time to include more rest and sleep, shown a legitimate basis for increasing confidence in herself, told of other possibilities of financial help which the office could aid her to find if she had need of them, and urged to come again if she wished to do so.

The relief of seeing a possible way out, however, enabled her to handle her own situation. At the end of the second semester, she had advanced thirty-four places in her academic ranking among the members of her class.

2. SOURCES OF INFORMATION FOR A THOROUGH CASE STUDY

In the case just given, the student proved quite able to handle her own situation, and the problem was neither particularly intricate nor baffling. In a major student-adjustment problem, however, when every possible clue must be sought, what usual sources of information must be consulted, and where do these fail us? Colleges which have recognized existing deficiencies have already readjusted and centralized such sources, and then extended their information service. Our purpose in this chapter, however, is not to defend, or even to examine, such a reorganization, but to search for the factors which make such reorganization and extension necessary.

Let us take an authentic example of a given liberal arts college before any attempt at coördination of student information was made. Let us apply to the situation a case-study outline formulated from published student studies, which will include aspects pertinent for the understanding of a major student adjustment problem, and discover the circumstances about the sources of information needed for any such complete investigation.

Here are twelve items which might be necessary for a complete investigation, about which there was no authentic information on record; yet ten different agencies had been engaged in collecting the information which was on record. General routine information was well recorded; actual grades and examination marks for both preparatory school and college were kept in detail; there was excellent coördination of information from the medical and physical education department records, and an approach to the clinical method; the experimental beginnings of the psychology department in testing had paved the way for the permanent use of some tests under administrative procedure; the dean's office was

TABLE XIII

COMPARISON OF CASE STUDY OUTLINE WITH INFORMATION ON RECORD IN A GIVEN COLLEGE

FACTS NECESSARY FOR A COMPLETE INVESTIGATION	INFORMATION ON RECORD
Family Background and Home Environment	
1. Parents' race, nationality, occupation, and economic status.	Registrar's office
2. Health of parents, and any outstanding health facts about other members of family.	College Physician Physical Education Department
3. Education and general achievement of parents and family.	None (unless given by high school principal to Board of Admissions)
4. The place of the student in her family: number of brothers and sisters older and younger.	None
5. Attitude of family toward student and her education.	None
6. Any difficulties in life of family affecting student.	None
7. General character of home community.	None
Physical Record	
1. General health history and present physical condition.	College Physician Physical Education Department
2. Habits of living: diet, rest, recreation	College Physician Physical Education Department Heads of College Houses
Status in Ability and Achievement	
1. Intelligence rating.	Psychology Department
2. Academic standing.	Registrar's Office
3. Estimate of present achievement in relation to mental ability.	Psychology Department Speech Department
4. Results of other tests.	English Department (vocabulary test)
5. Academic load.	Registrar's Office
6. Special abilities or disabilities.	None

TABLE XIII (CONTINUED)

FACTS NECESSARY FOR A COMPLETE INVESTIGATION	INFORMATION ON RECORD
Educational Record	
1. General character of preparatory-school record.	Board of Admissions
2. Development or lack of development from indications of Board of Admissions data.	None
3. Transfers or any irregularity in attendance.	Board of Admissions Registrar's Office
4. Majors, fields of concentration, etc. Student's attitude toward them.	Registrar's Office None
5. Marked academic difficulties or successes.	Registrar's Office for *honors* and *failures* only
6. Any faculty opinions or ratings as to character of college work.	Appointment Bureau, for Seniors only
7. Habits and conditions of study.	None
Character and Personality Traits and Interests	
1. Any ratings by faculty or others.	Appointment Bureau Dean's Office
2. Emotional characteristics.	Instructor in Corrective Speech
3. Speech defects.	As above
4. Social and recreational interests.	None
5. Apparent incentives and vocational interests.	None
Activities and Experiences	
1. Religious life, social life, attitude toward other sex, etc.	None
2. Vocational experiences: paid and volunteer.	None
3. Self-support and financial status.	Dean's Office
4. Any unusual experiences or types of activity.	None
5. Usual channels of time expenditure.	None

Summary of Table

Items for investigation	31
Separate sources of information	10
Items found necessary in case studies about which *no* information was on file	12

the natural source for any recorded information about character and personality traits, activities, and experiences.

In fact, each type of information came from an office or department whose function demanded that information; yet the

total range of information was insufficient. It seems, therefore, a legitimate conclusion that these numerous information-collecting sources serve logical functions, and might be even more numerous; that the trouble is in the lack of coördination and centralization for the development of the student as an individual. There has come the realization that we cannot divide students into sections to preserve the separate efficiency of various administrative functions; information must be coördinated and extended to further the students' development as whole and integrated individuals. Such a task will require the coöperation and coördination of the many agencies working toward various phases of this development.

B. Agencies to whom Counseling Problems are Brought or Revealed

We have seen that the sources of information necessary for the complete investigation of student problems are numerous, and legitimately so. Is the situation quite different in the matter of actual contact with, or discovery of, the problems themselves? It would be a simple matter in organization to designate the same office which many colleges have found necessary for this centralization of information about a student, as the agent for treating all student problems, and as the chief discoverer of such.

In a college much business may be routed through designated channels: one office for matters of registration, one for discipline, one for dormitory management, one for the admission of new students, and so on. Why not, then, consider that another office, with centralized student information as its nucleus, should be the designated channel through which may be routed student problems in all their stages — the place to which all students will come when they find themselves with a problem demanding counseling? This point of view may be found advocated in more than one college organization.

1. Authorities furnishing initial information

Let us investigate the actual agencies, other than any personnel office, which are dealing with counseling problems. In the 150 student interviews analyzed in Chapter V, the list of agencies

referring the problems was found to include the following: parents, heads of college houses, administrators, librarians, physicians, faculty members or tutors, appointment bureaus, college news staff, friends of the family of the student concerned, other students, and the student government association. This list included 16 per cent of the interviews held.

One of the colleges studied is making an interesting and valuable experiment in staff consultations, in which four to twelve college officials have considered major student problems. In 67 unselected problems, referred in a period of a little over a year's time, the following authorities furnished the *initial* information.

Initial Information from *	Number of Cases
Health Consultant	40
Office of the Dean	8
House Mistresses	8
Instructors or Tutors	4
Student Employment Bureau	3
College Nurse	2
Parents	2
Total cases	67

* In more recent cases, initial information has also been furnished by the college librarian and by the students themselves.

2. AGENCIES DEALING WITH STUDENT PROBLEMS

A list of agencies dealing with student problems, compiled from experience on a given campus, includes the following:

The students as official and unofficial advisers.
Heads of student residence houses and chaperons.
Members of the faculty.
The college physician, nurses, and the physical education department.
Various administrative offices.
Student organizations.
Outside agencies, including the students' families or friends.
Consulting specialists.

Some colleges have a hundred or more official student advisers for the members of the freshman class. Such advisers are often called "Big Sisters," and their organization and supervision are

frequently under the Y. W. C. A. In one of the colleges studied the movement had started with the assignment of one upper-classman to ten freshmen. Because of the interest of the older students and the recommendations of the freshmen, however, the plan was gradually changed, until within ten years only one freshman was assigned to each upper-classman. This relationship was often influential; sometimes it was not. In one instance of a death in a freshman's home, the father communicated immediately with his daughter's student adviser rather than with the college authorities.

Much unofficial advising is done among all four classes, and the problems which are handled both wisely and rashly in this way are astonishing in scope. It is interesting to note that, where personnel offices have been established, some are not only using student advisers, but more and more students are using the personnel service for problems brought to them which they feel unable to handle.

To heads of student residence houses are revealed most intimate and significant problems. Problems demanding counseling are also brought to or discerned by members of the faculty, in the rôles of heads of departments, classroom instructors, faculty advisers, tutors, committee members, or friends. President Angell, in his 1926 report of Yale University, has voiced his convictions that a teacher of undergraduates should be interested in his students as individuals, and be eager to help them in their development in any way which seems practicable.

In 1924, the health committee of the National Association of Deans commended the following program of the Women's Federation of Health, which shows the attention of health officials to individual problems.[1] Counseling problems are involved in each step.

1. Continue in our attempts to arouse women to what *positive health* means.

2. Awaken in them a desire to possess that health sufficiently strong to make them assume their own individual responsibility.

3. Have health examinations and advocate them.

---

[1] *Eleventh Yearbook*, National Association of Deans of Women, pp. 19–20.

4. Emphasize the necessity of a follow-up, leading to a periodic checking up.

5. Stress, in that follow-up, the necessity of proper clothing, particularly of proper shoes.

6. Add to our Positive Health Series.

Administrative offices are obvious sources of contact with certain types of counseling problems. Section F in the preceding chapter dealt entirely with such problems.

Student organizations handle many problems, both trivial and serious. The student government association or council handles problems which not only involve penalties, but involve building up or dealing with the attitude of the penalized student and with the building up or changing of public opinion. Some of the actual titles of student committees indicate the wide scope of problems they handle: Dance Committee, Student Conduct Committee, Student Affairs Committee, Joint Social Committee, Freshman Advisory Committee, Freshman Discussion Group Committee, House Committee, and Vocation Committee.

In addition to these student committees, several of the women's colleges now have for their Christian associations a resident secretary, and the counseling problems which are brought to her, if she has secured the confidence of the girls, are legion, both in number and variety: problems of a student's religion and philosophy of life, social problems, problems of dress and manners, of mental and social and sex hygiene, of coöperation, of home adjustments. In fact, the student problems which flow through the channels of student organizations in a college are often of critical importance.

The college campus does not form the boundary for those who discover student problems. Residents of the college city or town often are aware of situations which never reach the college authorities unless such agencies consult them. Religious and social groups organized for students outside of the college often achieve an acquaintance with the student through which new problems are revealed. Visiting secretaries representing outside organizations and conducting conferences with the students sometimes know them as well or better, by the end of their stay, than does any personnel officer. Banks and business firms occasionally un-

cover very grave problems connected with finances and inability or refusal to meet business obligations. The home, too, is one of the most important agencies which brings student problems to the attention of the college concerned. For day students such information often comes by telephone or conference with the parents. For non-resident students there is probably no more detailed account available of student bewilderments and difficulties than in her regular letters to her family. It is in cases where every possible source has been consulted and the results pooled that the value of the knowledge of these outside agencies has been fully realized.

Often, in addition to these sources mentioned, problems not apparent to a general administrator and adviser are discovered by those whom we may name consulting specialists. Ministers or secretaries of religious organizations, psychologists, teachers, physicians, psychiatrists and psychoanalysts, and sometimes even lawyers and detectives, all have their place among those to whom student problems are revealed.

Our list of those dealing with student problems which are important enough to be counseling problems is, then, composed of the students themselves; heads of student residence houses and chaperons; members of the faculty; the college physician, nurses, and the physical education department; various administrative offices; student organizations; outside agencies; and consulting specialists.

The question was raised at the beginning of this discussion whether one office could not be the central source for handling student problems. It is evident from even a superficial survey of these other agencies that student problems demanding counseling never have been and never will be revealed to one person or one office only; nor will the students bring them exclusively to one source. Nor should we wish this to be otherwise, unless we wish to dehumanize the work of many who are in close contact with college men and women.

C. Agencies Necessary for a Thorough Solution of a Counseling Problem

Granted that a central office cannot be the sole means of discovering student problems in their origin, can it furnish all the main facilities for solving them, or are other agencies necessary?

As an approach to the consideration of this question, let us investigate the sources of aid necessary in several solutions of student problems — problems which had to be treated entirely without a psychiatrist, or which apparently did not demand a psychiatrist immediately. In a study of a group of twelve published and unpublished case studies, most of them of school children, the following agencies necessary for the solution of the problem are listed in order of the frequency of their mention:

Parents	12	Scout leaders	2
Psychologist	12	Camps	2
Teachers	8	Probation officer	1
Friends of student	6	Lodge	1
School officials	5	District nurse	1
Doctor, for further care	4	Moving picture manager	1
Church and Sunday School	3		

In a group of 20 to 25 case studies of which the writer kept record in a Y. W. C. A. where no previous data were available, the list of other aids necessary was as follows: the general secretary, other secretaries, the house hostess, a psychologist, a psychiatric social worker, a corrective speech teacher, an English professor, a minister, a vocational guidance worker in another city, an appointment bureau secretary, a house manager, a home-economics teacher, a mother, a high-school principal, a college dean, the head of a girls' boarding house, the head of a nursery school, the educational secretary of an art museum, the principal of an evening preparatory school, and a member of a bureau of tests and measurements.

Another effective bit of evidence of the number of agencies deemed necessary for the solution of a problem is in the Board of Directors of the Mental Health Center, Esek Hopkins School, Providence, Rhode Island. The list includes an ex-superintendent

of a school of nurses, the ex-dean of a university, a family welfare worker, an assistant superintendent of schools, a psychiatrist, the superintendent of a district nursing association, a judge and member of the school committee, an executive secretary of the state mental hygiene society, the superintendent of a city hospital, the judge of the juvenile court, the superintendent of a hospital and one in charge of mental hygiene work at two universities, and a superintendent of schools. The staff includes an executive secretary, a psychiatrist, a social worker, a psychologist, and ten visiting teachers.

D. Conclusion

We began this chapter with a picture of the simple "personnel of problem solution" as it was almost a century ago. We have discovered that, at the present day, the agencies having partial knowledge about a student, necessary in case a problem arises, are numerous — and legitimately so; that the agencies to whom counseling problems are brought or revealed are also numerous; and that the sources necessary for a thorough solution of a counseling problem are extensive according to professional practice.

It is evident that the number and variety of agencies and individuals necessary for the solution of student problems may be as extensive as the environments which surround the individual concerned, as the contacts which he makes, and the activities in which he engages. This situation emphasizes the necessity for for aid from many agencies contributing to one central channel of investigation and solution. If centralization and coördination are not present, the result cannot help but be duplication of inquiry, and bewilderment or indignation on the part of the student.

CHAPTER V

A COMPARATIVE STUDY OF STUDENT PROBLEMS AS REPORTED WITH THE PROBLEMS AS REVEALED AFTER INTERVIEWING

We have concluded in the previous chapter that the personnel of problem solution is numerous, varied, and extensive.

Our next task is to examine more carefully the counseling problems as they come into a central channel from such agencies as we have been describing, and to discover what the function of this central office may be in the solution of student difficulties. Given each problem as it is designated by the student whose difficulty it is, or by others who refer it as they see it, or by any of the central staff as they observe it; apply to each problem the advantages of various sources of information coördinated; add the counseling process with the student concerned — are there new problems revealed, new solutions demanded, which demonstrate the present function of the central office as contrasted with that of any agency which first comes in contact with such problems?

A. The Nature of the Study

The material for this study was gathered from an analysis of 150 student interviews held by officials in five different women's colleges during the same period — a period which covered a full month in all. Although it was the purpose of the investigator to have these interviews unselected, except for the elimination of mere question-and-answer requests which obviously required no counseling, and to have recorded a certain number of conferences apportioned to each college, it was found at the conclusion of the period that in some cases there had been a slight degree of selection in order to include another type of problem in the number of interviews requested. It was felt, however, that, since the period was similar for all five colleges and of only a month's duration, an occasional selection was insignificant.

The period selected included, in three of the colleges, the close of first-semester classes and the mid-year examination period; in

the fourth college, a reading period with only a few classes, and examinations; and in the fifth college, the beginning of a second term in a three-term year. Two colleges reported that the interviews were not as numerous during this time as when classes were in full progress; but the period had the advantage of being in the middle of the year, when the students had had time to make their adjustments to new conditions at the opening of the year, but had not reached the rather hectic spring flood of unfinished and unsolved situations.

To make the 150 interview records as representative as possible, they were distributed among six types of central offices in these five colleges, including the offices of two deans, two assistant deans, one personnel secretary, one secretary of the board of admissions and freshman adviser, one director of admissions and personnel, and one faculty adviser to whom many special problems had been referred.

The questions dealt with in the study for this chapter are Questions I, II, and III of the *Record Sheet for Problems Demanding Student Interviews*, a copy of which is found in the Appendix.

I. Who initiated the interview? (Check below).
( ) Student came voluntarily. ( ) Sent for by your office.
( ) Referred by .....
II. What kind of problem was designated, or what statement of the problem was given?
III. What is your interpretation of the counseling problem revealed, if it differs from the reason given in II?

1. INITIATION OF THE INTERVIEW

Of the 150 interviews, 93, or 62 per cent, were problems brought voluntarily by the student; 30, or 20 per cent, were interviews requested by the central office; 24, or 16 per cent, were referred by agencies other than the student concerned; and 3, or 2 per cent, were not checked.

The list of agencies referring the problems for investigation includes the following: parents, heads of college houses, administrators, librarians, physicians, faculty members or tutors, appointment bureau, college news staff, friends of the family, other students, and the student government association.

2. CLASSIFICATION OF THE PROBLEMS

The first step was to classify the problems as they were designated at the beginning of each interview. The following classifications and definitions were made by the investigator:

(*a*) *Educational guidance* (E). — Under this heading were included problems of progress in educational careers: of difficulties in methods of study, in planning of study time, in choice of studies and curricula, in choice of schools and colleges where the question was not one of training for a specific profession; of questions of academic standing; of requests for excuse from work and examinations where the request was claimed to be based upon some external situation for which the student was not responsible; and of dissatisfaction with courses.

(*b*) *Home conditions* (H) and difficulties arising from the advantages or disadvantages of home training or environment were grouped together.

(*c*) *Health* (He). — Here were included problems primarily of physical welfare.

(*d*) *Living conditions* (L). — In this group were placed problems which were claimed to be caused by some deficiency or difficulty in the student's present living environment.

(*e*) *Personal and personality problems* (P). — This field included (1) cases so individual that they belonged more accurately under a personal classification than any other, and (2) cases where the causes of the problem were due more to the student's personality than to factors of external situations.

(*f*) *Regulations* (R). — Here were placed problems which were primarily those of interpretation and application of rulings already made. Most of these cases would demand guidance afterwards.

(*g*) *Student activities* (S). — Questions in the realm of extracurricular activities were included here.

(*h*) *Vocational guidance* (V). — These problems concerned the discovery of the student's assets and interests, vocational information, and vocational choice, preparation, placement, and progress.

3. THE PROBLEM AS REFERRED AND THE PROBLEM AS REVEALED

Of these 150 problems demanding counseling, in the estimation of the college officer giving the interview, 89 proved to be the problems as they were stated at the beginning of the conference; and 61 were referred to the central office as one problem and revealed after interviewing as another.

It is, therefore, apparent that one function of a central office as now practised is to deal with a student problem as it is designated when brought in, and with this apparently accurate statement of the difficulty to proceed in helping in its solution. This first function also assumes a second function: a mental checking up of the problem as stated and an agreement, as the interview proceeds, that this is the problem to be solved.

The 89 problems estimated as correctly reported fell under the classifications as given in Table XIV.

TABLE XIV

COMPARISON OF PROBLEMS AS REPORTED WITH PROBLEMS AS REVEALED

Type of Problem	Per cent of Total Problems	Per cent among Problems Correctly Reported	Per cent among Problems Revealed as New Problems	Per cent among 104 Factors in New Problems
Personal and Personality Problems	28.7	34.8	19.6	43.2
Vocational Guidance	17.3	23.6	08.2	05.8
Educational Guidance	22.7	11.2	39.3	17.3
Financial	07.3	07.9	06.5	05.8
Living Conditions	11.3	07.9	16.3	12.5
Regulations and Penalties	08.0	07.9	08.2	03.8
Home Situations	02.0	03.4	00.0	10.6
Student Activities	02.0	02.2	01.9	01.0
Health	00.7	01.1	00.0	00.0
Total Per cent	100.0	100.0	100.0	100.0
Total Number of Problems	150.0	89.0	61.0	104.0

We see from the second column of this table that personal and personality problems reported from group activities by outside agencies or revealed in individual conferences head the list, with

problems of vocational and educational guidance next in frequency.

What is the nature of the other 61 problems which after counseling were revealed as different from the difficulties stated at the beginning of the interviews? Will the list be similar in frequency? It is to be noted that the treatment of these 61 problems by the personnel officers involved a third function, more difficult than the first two mentioned: the discovery of a new problem revealed.

B. The Nature of the Problems Revealed as Different Problems

Of the 61 problems whose percentages are shown in the third column of Table XIV, 24 were referred as educational guidance problems; 12 as personal or personality problems; 10 as problems of living conditions; 5 were difficulties in regard to regulations; 5 were vocational guidance problems; 4 concerned finances; and one concerned student activities. Here we see that educational guidance problems stand first, personality problems are a low second, while vocational guidance problems are in a distinct minority.

Before we decide what conclusions may be drawn from these differences in the nature of the two groups, let us analyze carefully this second group of problems. The following table (XV) includes a summary of the statements as given by the personnel officials, but the classifications are the writer's own. In the left-hand section of the table, each case is described and designated by the letter indicating the proper classification, as V for a vocational guidance problem. In the right-hand section are the problems as revealed after counseling, with the classification code as explained in the head-note; the description of each problem; and lastly, the change in each problem — whether, as revealed, it proves to be a specialized phase of the problem as referred, a new problem, an extension of the phase of problem reported, or an enlargement into new aspects of a problem.

TABLE XV

An Analysis of Sixty-One Counseling Problems as Reported and as Revealed

In these columns the classification letters indicate the changes in the nature of the problem. E to EP, for instance, would indicate that a problem of educational guidance had become one of educational and personal guidance; E to Ee that the problem had become a *specialized* phase of educational guidance; E to E+ that the problem included more aspects of educational guidance than at first reported; and E to P that a problem referred as one of educational guidance was really one of personal guidance.

Enl. means enlargement of problem, after counseling, to include a new type of problem; *Ext.* means extension to include other phases of the same problem; *Spec.* means a limited and specialized phase of same problem; and *Sub.* means a substitution of a new problem for the one reported.

The Problem as Reported	Classifications	Summary of the Problem as Revealed	Change in Problem
Educational Guidance			
1. Scholarship student with poor marks	E > EP	Question of student's attitude and its causes	Enl.
2. Failure to make good grades in major subject	E > P	Sex problem	Sub.
3. Senior's first "D" and desire to know consequences concerning degree	E > P	Knew no effect upon degree. Hurt pride and fear of injury to academic reputation	Sub.
4. Senior's conviction of failure in examination. Request to discuss consequences	E > P	Had written good examination. Maladjustment of almost every kind	Sub.
5. Fears about work and general academic failure. Good ability	E > P	Superior twin and dominating mother	Sub.
6. Freshman's lack of confidence in ability to do college work	E > Ee	Lack of knowledge of how to study	Spec.
7. Request to drop course because of two written failures	E > E+P	Fair ability, previous good record, and present conviction of very inferior ability	Ext. Enl.
8. Withdrawal from college and future plans	E > EPV	Adjustment to her realization that she cannot succeed in college, and constructive vocational plans	Enl.
9. Student unimpressed by weakness in two subjects	E > EP	High I. Q. and much self-confidence vs. low achievement and unfavorable faculty estimate of ability	Enl.
10. Inability to study and hatred of college	E > E+PH	Unsolved problems, fear of failure, and barrier between herself and parents	Enl.
11. Conference with father concerning daughter's academic progress and health	E > EPH	Daughter intensely worried by fear of not coming up to father's college record and expectations	Enl.

TABLE XV (CONTINUED)

The Problem as Reported	Classifications	Summary of the Problem as Revealed	Change in Problem
12. Permission to drop course	E > P	Over-fatigue and unpleasant reaction to new type of work	Sub.
13. Change of course	E > EP	Not adjusted to transfer to present college where competition is greater	Enl.
14. Too close confinement in study	E > E+P	Previous honor record but only fair ability — must balance living program	Ext. Enl.
15. Request for excuse from examination because of illness	E > P	Fear of that special examination — no actual illness	Sub.
16. Dissatisfaction with one class because could not compete with talented members and disliked instructor	E > P	Instructor able; own ability adequate. Temperamentally unstable in emotional reactions	Sub.
17. Student complaint of poor quality of academic instruction	E > EP	Attempt to justify poor grades. Refusal to face reality	Enl.
18. Dissatisfaction with course	E > EP	General disappointment and disillusionment about all of college as well	Enl.
19. When and where to do graduate work. Considering staying on at present college	E > EP	Combination of excellent ability, immaturity in decision, and inadequate finances	Enl.
20. Advice *in re* next semester's program	E > P	No real problem. Desire for attention	Sub.
21. Freshman's change of course and summer school plans	E > EPH	Summer school idea because of dissatisfaction with family's summer plans and her place in them	Enl.
22. Finishing of course in 3½ years to work ½ year before marriage	E > EPH	Conflict from financial strain at home, plans for marriage, and demands of college course	Enl.
23. Requested change of major in middle of sophomore year because of required oral examination in senior year	E > P	Exaggerated sense of fear, found in all her reactions	Sub.
24. Desire to know psychological scoring	E > E+	Wished to discover probable ability to do graduate work	Ext.
Financial			
25. Request for work furnishing room and board	F > FLP	Absolute necessity for new living conditions and new time schedule	Enl.
26. Work and health suffering from money-earning activities	F > FHP	Hestitancy to make known own and home situation	Enl.

27. Request to withdraw application for work in favor of friend	F >F+	Financial problems of both girls	Ext.
28. Ethics of accepting scholarship with assistantship	F >F+	Conflict of financial need and desire to do right thing	Ext.
Living Conditions			
29. No congenial friends found by freshman in her dormitory or class	L >P	Problem of learning how to seek out contacts as well as to respond to overtures of others	Sub.
30. Difficulty in making contacts with desired groups or individuals	L >LP	Solution of present situation with undesirable roommate and initiative in making new contacts	Ext.
31. Inability to find congenial acquaintances among dormitory groups and classmates	L >P	Had covered up real timidity with pose which gave impression of extreme self-sufficiency	Sub.
32. Unhappiness of roommate for which student responsible	L >LP	Overgrown ego and lack of good judgment in student reporting. Bothered by failure to hold roommate rather than roommate's unhappiness	Enl.
33. Untidiness of student in room and habits	L >LP	Need of all kinds of constructive habits to counteract present drifting tendencies	Enl.
34. Over-serious attitude and worry displayed in dormitory life	L >LP	Need of friends and recreation program	Enl.
35. Investigation of student's boarding place	L >Ll	Change in satisfactory menus after student had signed contracts to take meals	Ext.
36. Additional charge in outside boarding house	L >L+	Lack of harmony between students and those in charge	Ext.
37. Student's resolution to leave college unless poor living conditions in off-campus house remedied	L >L+	Whole group of students under same conditions	Ext.
38. Checking up of student's over-night absences in dormitory	L >LH	Student chairman having to deal with uneasiness both of students and parents because of student's disappearance in another college	Enl.
Personal Problems			
39. Request to go to infirmary or home before examinations	P >P+	To determine whether overmastering fear, genuine illness, or poor sportsmanship the real trouble	Ext.
40. Special difficulties of foreign student in course	P >P+	Excessive sensitiveness because of instructor's treatment of case, and tendency to believe the college did not desire her to remain	Ext.

TABLE XV (CONTINUED)

The Problem as Reported	Classifications	Summary of the Problem as Revealed	Change in Problem
41. Intense homesickness in middle of sophomore year	P > PH	Unhappiness due to greater maturity than that of college friends plus unusual advantages of home and travel	Enl.
42. Desire to leave college; things not going well	P > PLHF	Emotionally upset by factors in situation in living with aunt and its relation to her financial need and wishes of her family	Enl.
43. Student adviser with freshman talking of suicide	P > P+	Slight tendency to hysteria in freshman much exaggerated in junior's mind, causing further disturbance of both	Ext.
44. Feeling of general failure — young alumna	P > Pp	Due chiefly to intense feeling of inferiority	Spec.
45. Information desired by student about two others	P > P+	Whole group upset by attitude of these two students	Ext.
46. Request to postpone examination because of worry over it	P > P+	Over-fatigue and too much discussion about situation	Ext.
47. Intense homesickness and utter discouragement over one course	P > PH	Problem of the only child	Enl.
48. Intense shyness	P > PHLE	Shyness due to limitations of home environment, producing present lack of associates and underestimate of academic ability	Enl.
49. Treatment of crush	P > PL	Inter-influence of crush and gradual elimination from dormitory groups because of it	Enl.
50. Wish to die; feeling of unreality	P > P+	Attempt to face critical problem alone, in unfavorable environment. Insight from psychiatrist needed	Ext.
Regulations			
51. Credit for work in another college apparently ruled out by regulations	R > E	Extra work had not been properly recorded. Explanation of situation to student	Sub.
52. Breaking of college regulation by transfer student	R > Rr	Special case of ignorance of particular regulation	Spec.
53. Decision whether to over-cut by out-of-town absence and thereby incur loss of privileges	R > RP	Desire to have some one else take responsibility	Enl.
54. Taking library books from reserve shelves and failing to return them	R > RP	Done several times. Problem of dishonesty and discovering reasons for student's action	Enl.
55. Question of examination regulation and its adaptation to individual cases	R > R+	Discovery of principle behind regulation and its relation to honor system	Ext.

Student Activities			
56. Conduct of student club in dormitory	S > SL	Exaggerated criticism of group combined with some lack of responsibility on part of student president	Enl.
Vocational Guidance			
57. Choice of vocation — between two considered	V > VEP	Insufficient preparation for one and limited health for the other. Problem of health, inadequate preparation, and choice of vocation	Enl.
58. Opportunities in dramatic work as a vocation	V > Vv	Practicality of graduate study in dramatics	Spec.
59. After-college training for vocation	V > V+	Question complicated by late decision	Ext.
60. Future career	V > Vv	Best use of two academic majors	Spec.
61. Search for summer work without strain for weak eyes	V VH	Parents' strong disapproval of some possible solutions	Enl.

SUMMARY OF TABLE

	Ed.	Fin.	Liv.	Pers.	Reg.	St. Act.	Voc. G.	Total	Per cent
Specialized phases of problems as reported	1	..	..	1	1	..	2	5	08.2
Extension of same problem as reported	1	2	4	6	1	..	1	15	24.6
Substitution of one problem for another	9	..	2	..	1	..	..	12	19.7
Enlargement of problem given	11	2	4	5	2	1	2	27	44.2
Combinations	2	..	..	..	..	..	..	2	03.3
Total problems	24	4	10	12	5	1	5	61	100.0

C. Summary

1. Of 150 student problems, 89, in the estimate of the personnel officers conducting the interviews, were stated accurately as first reported, either by the student herself, by others referring the problem, or by the central office. Sixty-one of the problems after counseling were interpreted by officials conducting interviews as problems slightly changed in nature.

2. These 61 problems under such interpretation became 104 problem factors. For example, a problem as stated by a mother was the personality problem of an intense shyness in her daughter. As revealed, it was not merely a difficulty of shyness, but one of home background, of lack of associates in her dormitory, and of an underestimate of her academic ability. (See No. 48, *P* becomes *PHLE*.)

3. The changes between these problems as reported and as revealed include: 27, or 44 per cent, of enlargements into different problems; 15, or 24 per cent, of extensions of the same problem as that reported; 12, or 19 per cent, of substitutions of one problem for another; 5, or 8 per cent, of specialized phases of the problems reported; and two combinations of both extension and enlargement of the problems as referred.

4. The difference in the nature of the problems as reported and these same problems as revealed is shown as follows (from Table XIV):

As Reported		As Revealed	
Key No.		Key No.	
E 24	39.3 per cent	P 45....	43.2 per cent
P 12	19.6 " "	E 18....	17.3 " "
L 10	16.3 " "	L 13....	12.5 " "
R 5	08.2 " "	H 11....	10.6 " "
V 5	08.2 " "	V 6....	05.8 " "
F 4	06.5 " "	F 6....	05.8 " "
S 1	01.9 " "	R 4....	03.8 " "
		S 1....	01.0 " "
Total 61	100.0 per cent	104	100.0 per cent

The significant facts in the data above appear to be these:

(*a*) Forty-three new problem factors accumulate when these disguised problems are clearly revealed.

(*b*) There is an increase of personal and personality problems from 19.6 per cent to 43.2 per cent of the total 104 problem factors, showing that many of these difficulties are not apt to be reported as such. Add to this the fact that among the 89 problems correctly reported, 31, or 34.8 per cent, were also personal and personality problems, and we discover that this group not only occupies the largest proportion of the difficulties accurately reported, but also occupies the first place among the disguised problems as finally revealed.

(*c*) There is a decrease in educational guidance problems from 39.3 per cent to 17.3 per cent, indicating that in this study educational guidance problems are more apt than others to be problems of a slightly different nature parading in disguise. It is to be considered whether this is because the statement of an academic difficulty seems a more legitimate excuse for an interview when the student is reluctant at first to state the real nature of her problem.

(*d*) Vocational guidance problems tend to remain vocational guidance problems. In all the 150 problems as reported, those of vocational guidance stand third in the list, with 26; in all problems as reported or revealed, they become 27, an addition of one problem.

(*e*) In the problems as revealed there is a significant addition of home problems: an addition of almost 10 per cent of the total 104 problem factors. Problems reported as those of living conditions, or of regulations and penalties, also suffer a decrease of about 4 per cent.

D. Conclusion

In regard to student counseling problems which are revealed after interviewing to be different from their initial statements, there are, then, several trends evident from this study of 150 interviews from five different colleges; namely, the tendency of the problem factors to increase in the cases as revealed; the large number of personal and personality problems presented in disguise; the tendency of educational guidance problems, more than others, to prove to be other problems; either a reluctance or an

inability on the part of the student to state home adjustment problems as such; and the apparent ability to recognize vocational guidance problems as such.

These trends indicate three present functions of a personnel officer dealing with counseling problems: (*a*) to consider a problem as reported; (*b*) to decide, as the interview proceeds, whether or not the problem reported is the real problem; and (*c*) to discover and deal with new and disguised problems revealed.

CHAPTER VI

SOME COMMENTS UPON THE PROBLEMS AND THEIR DIAGNOSIS

We have dealt so far with the settings of various kinds of counseling problems, the personnel of problem solution, and a comparative study of problems as reported and problems as revealed.

It is evident from the material thus far presented that the general counselor or personnel worker must be prepared to recognize both simple and problem cases among those which come to him. He must be a specialist in his psychological understanding of all types of students, in his knowledge of principles, possible programs of action, and dynamics, for the guidance of normal individuals as they endeavor to make their own normal social and mental adjustments. But he must also be at least an intelligent layman in his knowledge of clues to, and symptoms of, special behavior and maladjustment problems. He must know when to deal finally with a problem himself, when to delay and investigate carefully, and when to refer to a specialist at once.

We propose, therefore, to make this chapter a discussion of some of the more common student maladjustments, and to illustrate these by portions of authentic case reports submitted for this study by deans and personnel workers in various women's colleges.

A. Norms for the College Student

There are some general norms for the college student which it would be well to keep in mind during our examination of any departures from these standards.

What, among women students, do we mean by a "normal" college student? Is there a minimum standard of maturity which we expect of her and in her? We know that the majority of students respond with enthusiasm and with thoughtfulness to their new surroundings; they make the necessary adjustments with growing good judgment. They have entered the period of later

adolescence, in which the adult level of intelligence has already been reached, physical maturity practically attained, and an emotional stability acquired which is laying a secure foundation for a natural and steady future development. Socially they have made their own contacts and decisions; learned how to make their own places in a group. Economically, of course, we are deliberately keeping them in immaturity, while others of their former high-school mates are making their adjustments in the world of workers. During college years, however, they have created an atmosphere of independent labor in their extra-curricular activities, and sometimes in their studies, in which the joy of achievement is very real.

Dr. Ben Wood has cited the following norms for success in college,[1] which furnish an interesting supplement to our discussion: a certain minimum of native intelligence; a certain minimum of preparation; character and moral habits, especially of hard work; health; interest; adjustment of load to capacity; and avoidance of worry and distractions.

With these possible norms in mind for the college student and for her success, let us turn to some of the problems which most frequently arise in connection with them. Let us consider problems of immaturity; problems of home adjustments and relationships; of social contacts; of emotional development; and of life philosophy and attitudes.

B. Problems of Immaturity

One type of counseling problem occurs with students who are chronologically younger than the average student. These may be mature intellectually, but have not yet attained full maturity in other respects. Emotionally their development will be in a different stage from that of students who are eighteen and more, and socially they may rightfully expect to act under more authority than those who are older. Often a younger girl labeled a genius, but also dubbed "queer," has become so because these emotional and social differences which she perceives have de-

[1] Ben Wood, *Measurement in Higher Education*, pp. 134–137. Yonkers-on-Hudson: World Book Company, 1923.

veloped in her a decided sense of inferiority. The girl who is really a child in years needs careful guidance, because she is in an environment and community life intended primarily for those older than she — an environment which, therefore, needs to be somewhat reshaped or reinterpreted to meet the needs which are normal for her.

A second type of problem occurs with those who are mature intellectually and physiologically, but who, in their customary social relationships and their emotional reactions, show themselves decidedly behind their intellectual and physical development. This type needs most careful study and diagnosis.

The student who is younger than her years in emotional and social reactions, and who is responding in an immature way to an environment which should be suitable for her present development, is in need of a decided readjustment. Somewhere there has been arrested development, an inability to face reality and to progress, a fixation of affection, or an incapacity to reattach her energies to the next step in a program, when suddenly freed from certain ties and obligations. An attempt to understand these conditions involves an examination of the home environment.

C. Problems of Home Adjustments and Relationships

There is much appearing in our literature to-day about the failure of the parent, the deforming influences of the home, which cause difficult adjustments, and the lack of emancipation from parental direction which has created definite difficulties.

Such charges are numerous. They are usually charges from educators, with the implication that they, the educators, could do infinitely better with the problem under discussion. What is apt to be overlooked, however, is that the educator and the psychologist usually choose one particular period or age in which they specialize. Then the expert discovers, experiments, and explains concerning the infant, or the pre-school child, or the junior high school pupil, or any single problem pertaining to them, until he becomes an authority within his own limited territory.

But what about the parents? While the educator may be a specialist, the parents must be as expert generalizers as country physicians in contrast to city specialists. They cannot pick their periods of child specialization, for their children wriggle out of one period and squirm into another almost overnight, but many adapt themselves admirably to changing rôles ranging from authority and protection to friendly coöperation and understanding.

So much for the defense of many parents, which they in all justice should have. If all were wise, we should probably have no college problem of immaturity. For it is doubtless true that almost every evidence of childishness which we have outlined above — in social relationships, in emotional immaturity, and in immaturity in life attitudes — is, in the last analysis, due to the lack of proper home environment. Groves has said, "The social test of the family is the ability to produce wholesome social individuals."

Dr. Helen Brown, in an article on "The Deforming Influences of the Home," [1] speaks of the harm done by "impressing upon the offspring the parents' views, emotions, prejudices, fears, when the child should instead walk 'a free man among free men, heir to all the wisdom of the ages.'" She mentions homes where wrong traditions are instilled, so that later, when "fact comes into conflict with previous teaching, horror is inspired, . . . homes where self-assertive cravings of parents have created lasting dangers for the wealthy child, the only child, the sick child, and the favorite child."

Anyone who has had the opportunity to know and talk with many college girls realizes how sad and true these comments are, even with reference to such a selected group. Many a mother spends every minute of her daughter's first week in college with her, unpacking the trunks which were packed in every detail by said mother at home, planning and buying the furnishings for daughter's room, looking over other girls for possible wise friendships for daughter, fortifying the head of daughter's dormitory with daughter's complete biography and plans for daughter's future, making "contacts" for daughter with the registrar, dean,

[1] In *Journal of Abnormal Psychology*, XII (1917), 59. Quoted by permission.

and president, and — worst of all — making frequent follow-ups in correspondence with daughter to investigate whether mother's plans have been carried out to the letter. There are mothers and fathers, who, failing the chance to accompany daughter to college, issue absolute commands as to opportunities and activities to be sought and avoided, write letters of instruction to the dean, or refuse to have daughter take physical education or zoölogy or Biblical literature, because they fear to have her tread alone new and uncertain paths of learning.

The following case illustrates some of the points which we have discussed about the influence of home relationships upon college success.

CASE A[1]

A Problem of Academic Standing and the Home Situation

The student concerned had passed the College Board examinations only after considerable difficulty, and during the first semester of freshman year her progress was very poor. The verdict of her instructors was that she was so lacking in ability that even with hard work it would not be possible for her to do work of college grade.

Her parents were of excellent stock, of economic and social status somewhat above the average. The father was a professional man of good standing in his community. The education, culture, and general achievement of the parents were of such high order that the daughter was ambitious to achieve the success which one would expect from a girl with such a background. There was a brother who apparently had had as much difficulty in adjusting to life as had his sister, and who was regarded as a misfit in his preparatory school. Both father and mother regarded the daughter's school difficulties with great anxiety. This appeared to be due primarily to their desire to have her reach the goal which she and they had set for her. Possibly this desire was the more acute because of their prominence in a community which put a high value upon intellectual performance. Because the son had failed to fit into the regular educational scheme expected of most boys of his class, there was probably additional pressure upon the daughter to make good.

The description of this student's characteristics included extreme shyness, self-consciousness, nervousness, a feeling of inferiority, lack of confidence, industriousness, and anxiety to be coöperative. Apparently she had had few close friends, and little contact with boys of her own age. She had probably suffered from the excessive solicitude of her mother regarding her welfare.

In view of the student's heredity, educational opportunities, and industry it seemed difficult to account for her lack of achievement, and it was felt by the college personnel officer that with the help of a psychiatrist the problem

[1] Submitted by a personnel official in one of the women's colleges.

might be solved. But the idea met with strong opposition from the parents. It was impossible to convince them that consultation with a psychiatrist would not brand a student as extremely queer, or even abnormal. They felt sure that to suggest to their daughter a consultation of this sort would simply increase her feeling of inferiority, although they were warned that, without more specialized help than the college could give, she might be unequal to college work and would then suffer the great disappointment of being asked to withdraw from college. Yet at the same time the parents were urging that she be allowed to remain through the year because in the time so far she had made a real gain in her social adjustments.

Unfortunately this situation is not an unusual one. The parents were attempting their solution of the problem, not upon this particular daughter's needs and assets, but upon their ideas and ideals for any daughter of theirs, based, it is to be suspected, upon their own needs and desires, and influenced in addition by their disappointment in the son's ability to come up to their expectations.

D. Emotional Problems

One of the most common evidences of emotional immaturity is found in fixation, that mental state which occurs when an individual refuses to take the step forward which normal development demands. This is usually fixation in the childish affection and dependence upon father or mother, rather than progress to more mature comradeship with them. Many of our college girls have made their first break away from home and their first independent decisions long before they come to college; many more are prepared to make it under the wise guidance of parents who have foreseen this sudden lack of intimate counsel and affection which they will encounter. For those who have no such experience or preparation, what is called homesickness is a most critical period. Accustomed attachments of the student — to scenes, friends, locality, home, and family — have suddenly been disconnected, and no one seems concerned whether she is able to reattach herself or not. For a time there is no connection between old and new stimuli, and no new satisfactions seem possible. If, in addition to this, the student has been emotionally dependent upon father or mother; if she has been encouraged to go to them for every trouble, big and little, the situation is worse.

Another common evidence of emotional immaturity is over-indulgence in phantasy or daydreaming. A certain amount of daydreaming is natural in the development of any child. When young, the child imagines himself to be receiving all the affection that he craves from father and mother. If later he feels himself unappreciated, he takes refuge in another kind of daydreaming, in which he is compensated, and others suffer, for this injustice.

Some of college age take refuge in a kind of romantic glamourism which is really a form of phantasy. If they are tired, they are tired under a halo rather than under the admission that the fatigue is the result of poor planning. If it is an E on the last quiz, they spend their day in a spree of depression rather than in the library making up for lost time. Over-sensitiveness may often lead to phantasy also. It is an open facing of actual things and events that is needed.

Imagination, on the other hand, is a constructive force. Dr. Groves has made a very clear distinction between phantasy and imagination.[1]

> Imagination deals with life and shows toward the world of things and persons a thoroughly sympathetic and wholesome attitude. Phantasy, on the other hand, leads away from life. It clouds the world of persons and things. In the place of things that are or have been and may be, it constructs false creations that are only emotionally attractive and appeal only to the person who is trying to shut himself away from reality. Phantasy has always the element of deceit. . . . Its attraction is self-deception. It makes the dreamer accept subterfuges for achievement. Creative imagination provides a program for achievement. It leads to the doing of what has not been done and opens up an opportunity for originality. . . .
>
> The life without imagination is barren. The life with great quantities of phantasy teems with noxious weeds that give out poison which sickens the personality.

We must thus learn to recognize the constructive and destructive in the realm of fancy, and reëducate into productive and mature channels where it is necessary.

Another form of emotional problem is the existence of so-called "crushes" — an exaggerated affection and sentiment for a person

[1] Ernest Groves, *Personality and Social Adjustment*, pp. 235 and 246. Quoted by permission of Longmans, Green and Company.

of the same sex, resulting, not in a give-and-take of understanding, enjoyment, and action, but in a reveling in emotion for emotion's sake.

There are several responsibilities which we believe should be considered in this question, and which can be emphasized with the students. The first is the responsibility of the group as a whole for the individuals concerned. Many affairs so termed are simply cases of wholesome admiration of an older by a younger girl, with enough mutual fun, enjoyment, and action to lead to real friendship. It is a grave mistake to arrest these by the name of "crush," or to turn them into one by the use of that label. Other cases, which should really be so termed, are let alone too severely. There is a second responsibility here for the older and more mature students to create the kind of social order they believe in, and to help make conditions unfavorable for the development of such isolated and pseudo friendships. There is a third responsibility for educators — to be neither aloof, nor too arbitrary, nor non-understanding. It is an evasion of the issue to assume by tone and word that nothing but their studies is occupying the minds of such students, when by every indication this is not true. The instructor may not always have the means of approach, but if care is taken someone may usually be found who does have it, and who knows the value of caution and delicacy in treating the situation.

A fourth type of emotional problem is the failure to develop the heterosexual interests which are natural for the age of adolescence. Sometimes there is displayed instead an exaggerated athletic bent, an over-boisterousness which really belongs in the tomboy age. Of those whose previous environment has not given them a natural, common-sense basis for acquaintanceship with men, many in a segregated college are apt to preserve an immature attitude in regard to them, because there is no emphasis in their new environment to counteract its artificial features. It is probably not too strong a statement to make that those who preserve or develop an ideal sense of values during four years of living apart from a typical community, one which contains members of both sexes and all ages and emphasizes the importance of marriage and the family unit, do so in spite of their environment and the content

of the college curriculum, rather than because of it. The recent attempts of some colleges to give balancing emphases, both in discussion and activities, are steps in the right direction.

Case B illustrates a successful solution of a problem of emotional adjustment.

CASE B[1]

A Problem of Emotional Adjustment

B. was well liked. Although she was popular with only a small group at first, she had gradually enlarged her friendships. She had one special friendship with an upper-class girl which seemed to have a constructive value for her, and was apparently harmful to neither. She exhibited a normal attitude toward men, but had no men friends near college. Both her work and play life were normal; there were no unusual or remarkable reactions in either field. By her junior year no one meeting her would have suspected that she had ever had a speech defect. She was dependable and reliable in the outside paid work she was doing.

Yet B.'s problem upon college entrance had been a distinct need for general social adjustment and adaptability to normal college life; for finding freedom from overload and overstrain; and for achieving relief from nervous irritability, excitement, depression, habit mannerisms, and speech defects.

The family background was the first clue to these conditions. The parents were comparatively young when B. was born. The father was of rather an excitable temperament, emotional and boisterous, accustomed to romp with his children at night; they were consequently an excitable family. The mother's health was fair, but she also was very nervous; she cried easily, and sometimes "went to pieces." There were alternations of moods and excitement and depression.

At entrance to college B. was rated as emotionally uncontrolled, overcompensative, and very nervous. For the first semester of freshman year she did rather poorly in her academic work, was noisy and boisterous in her dormitory, and awkward and clumsy in her remunerative work. In her other activities she was also emotional and excitable. She was extremely fond of basketball and was urged to participate in each game; but she found it too much for her, since after each game she would go back to her room, talk or mutter in her sleep at night, and become semi-hysterical. Intense and quick of reaction, cheerful and agreeable in demeanor, she had the habit of over-compensating to cover up her speech deficiency, and would become clownish to cover up her awkwardness in dormitory or athletic field. She would whistle and sing when she could not talk, and annoy others thus. Her moods were variable, elation and depression alternating frequently and rapidly. Nervous mannerisms and finger movements, as well as speech defects, were evident.

[1] Submitted by a personnel official in one of the women's colleges, with the permission and consent of the student concerned.

From the beginning of her freshman year into her sophomore year B. came gladly and willingly for a weekly conference in speech corrective work, and the instructor was gradually able, with the coöperation of the head of B.'s dormitory, to help her with her other problems. With this aid and her own coöperation, beginning with the background, characteristics, and defects previously described, and with such a poor start academically that at one time withdrawal from college seemed imminent, the following results were achieved:

1. At the time of graduation she stood in the second quarter of her class, with an average of over 80 per cent.
2. In her special fields of study she was considered one of the best students.
3. Her major speech defect had disappeared entirely.
4. There was marked improvement in habits of study, self-control, emotional steadiness, and general adjustment to college.
5. She won a scholarship after graduation, which gave her special training for her chosen field of work.
6. In her first job she was very successful and well liked, and was most enthusiastic and happy. With the help she had received in college, her foundation for effective adjustment to new situations was well established.

Such a case illustrates the value of expert aid in student adjustments. The comment of the girl herself, however, shows vividly the value of student aid accompanying adult guidance.

"When I entered college, in addition to the new adjustments demanded, I was harried by the idea that in all probability it would be financially impossible for me to continue after the first semester. My father had urged me to wait a year before even attempting college, but I was headstrong and eager to reach this new world, determined to get through with it somehow. And then my speech defect became much worse than it had ever been. I had learned to laugh with others when they found my efforts funny but this only gave the impression that I did not really care but rather enjoyed stuttering. I was unprepared for the stir my speech created. Often and often I went around in a dazed wonder that I was never to be allowed to live unmolested. I developed what I would now recognize as rather definite ideas of persecution centered about my speech work. Anything connected with it aroused all the intense fear of which I was capable. And there was where the upper classgirl helped. I knew she was of my world and I was more ready to trust her than I was the adults interested in me. As often as unreasonable panic and terror gripped me, this girl would help me to a saner viewpoint, a realization that all was being done to help me become a self-reliant, controlled human being. But there were times, all too frequent, when my only escape was hilarity, deliberate search for any sort of excitement and stimulation. After a year of this, I suddenly found myself in the position of being needed rather tha being the constant thorn. I found I could help this same girl through a crisis which involved the dissolution of her family life. That was even more of a goal to strive for. I was more ready than ever to listen to my adult friends. I had a reason for wanting to become a self-controlled being since I needed spiritual strength to help the girl who had spent so many weary hope-

less hours with me. I recognize that without the friendly guidance she received that she could have done nothing with me; but I also feel that because of the unreasonable emotional state I was in, adult guidance alone would have been slower in taking effect."

E. Social Immaturities

The student known on the campus as queer, a grind, "high hat," snobbish, or selfish, is often one who is socially immature. It is she who has never learned to take her place in a group, or who has learned to take it only through a certain artificial pose. She is usually quite keenly aware of this immaturity, and endeavors to conceal it or to compensate for it in various ways.

One method employed is to form a shell in the guise of a reputation for snobbishness or decided individualism, over-boisterousness, a "know-it-all" pose, or one of extreme sophistication. Another method may be the attempt to preserve a major place in a group by continual solicitation of its attention and sympathy. The girl who cannot come home late without waking up her roommates to tell them all about her evening, who cannot have a toothache without the whole corridor for an audience, who has "moods of deep melancholy" during which she cuts meals or reads most of the night until her companions focus full attention upon her — these are examples of immaturity in regard to relations with others.

This student's problem [says one personnel report] was that she could not adjust herself readily to college life. She is an only child, has been badly spoiled, and until she came to college was rather proud of the fact. In college, however, she found that because she was used to having her own way at home, she could not easily yield to the wishes of the others, and consequently was left alone most of the time. . . . When the problem was first presented it was really a case of loneliness without the student's realization of the reason for it.

An inferiority complex is not always the result of social immaturity, but perhaps it is so often enough to call for mention of it here. Dr. Felix Adler, in a recent lecture on this topic, has stated that all of life is a striving toward completion, toward superiority, toward totality. The feeling of inferiority is then a stimulus toward this completion. If there is a courageous accept-

ance of one's style of life and a building upon it, we have normal living. If there is loss of courage and the failure to pierce obstacles, we have an inferiority complex, with the striving in a non-useful sphere. In such a case, the individual may be helped to maturity by aiding him to understand this "style" of life, by winning him, appreciating him, giving him the impression or the idea of social good will, and then leading him to attach the idea of service to his style of life. Such a program should accomplish reëducation in immature reactions to a social group.

A student's attitude toward authority is also an index of maturity. Some cling overmuch to authority; they cannot proceed happily save under definite directions, definite assignments in class, a definite schedule of events. Such immaturity, it should be said, has not been decreased by the practice of schools and camps where every minute of each day has been planned by the adults in charge.

Some rebel against authority because they have not yet found their proper adjustment in a group. Among these should not be included students who may be termed thinking radicals, who rebel rather severely against authority now and then, but who are honestly trying to see light on their problems, and who succeed in illuminating defects more often than is gladly admitted by their elders. It is wholesale and unthinking rebellion that we have in mind. Right social adaptations require a high degree of maturity.

Case C is an authentic illustration of a pose of extreme sophistication used to conceal immaturity.

CASE C

The Expression of Immaturity through a Pose of Extreme Sophistication

The Most Sophisticated Freshman walked into the Dean's office for her first week-end permission. She had cut her reputation out of whole cloth by arriving after the entire program of Freshman Week was over, and registering in the throng of upper-classmen. As she intended they should, everyone heard and reported widely her languid remark when given her class cards, "Oh, classes tomorrow? Does one *have* to go? Such a bore!"

Her personal appearance supported well her manner of entrance into the office — a sleek, boyish bob, one of the most extreme and knowing on the campus, wise eyebrows, drawn to a cynical line; interesting pallor, no rouge; and a smart sport frock of complacent coloring. Her air on this particular morning spoke more plainly than words: "I have been kept waiting. The only thing which has saved me from extreme boredom is my intense amusement at the archaic rules of this college administration."

When the assistant looked up from making a necessary memorandum, Miss Y. had completed her pose. With chin raised, cheek resting against finger tips, and elbow delicately poised on the peak of the roll-top desk, she looked down under almost closed lids at the assistant. With eyelids repeatedly fluttering down from sheer ennui, she drawled, "I wish to complete arrangements for a week-end in New York, taking such and such an express and returning on the midnight."

Then she waited with closed eyes. So did the assistant, speculating upon veneers and realities. Suddenly the latter, dropping any suggestion of a business-like tone, asked the necessary questions. With a twinkle in her eye and an air of strong interest, she handed out the permission slip expressing, in a pal-to-pal tone of voice quite appropriate for a camping trip, most cordial hopes for a pleasant week-end.

Obviously Miss Y. had expected nothing but a formal and frigid attitude. Perhaps she would see the humor of the situation.

The unexpected reaction from her was the sudden dropping of the elbow from the desk, a responsive step forward, and a natural and immature tone in expressing thanks, and — for just an instant — a wide, childlike appealing glance seldom seen in the eye of any college student.

In all probability, from facts discovered later, she had been imitating her mother. At any rate, the girl who went through the year with the reputation of extreme sophistication was really markedly immature in many ways. Such is one use of a pose.

F. Problems of Life Philosophy and Attitudes

There is much thinking among college students which seems shallow and superficial, and many actions and attitudes which seem to have no underlying philosophy or life attitude of any moment, which are destructive to permanent values. What ought we to diagnose as the problems in this respect?

Perhaps the first dilemma to be discussed is the apparent absence, with some students, of any purpose, scale of values, or philosophy of life. It is doubtful whether this lack is ever as decided as it is pretented to be, but certainly some students seem to be drifting aimlessly from pillar to post. The liberal arts college for women perhaps has a smaller group of these drifters than other

types of institution. Our analysis, in Chapter III, of student statements of purpose in college entrance, and of the student estimates of the values of the first college year, would seem to bear out this assumption. Nevertheless, the problem is present in some measure.

"This student has no well-developed interests or clear idea of why she came to college," says one report. "She is colorless — lacking in a point of view about life which will give an angle of attack; dependent upon purely social contacts and events for her enjoyment. One faculty comment was: 'If her face is a window of her spirit, she must have the shades down.' . . . I do not find much real ambition or intellectual interest — possibly this has not been sufficiently aroused — she has a good mind."

So many problems become critical, however, not because of any lack of a philosophy of life, but because the philosophy that the student possesses is based upon a wrong conviction. She is then acting according to a point of view which she has always accepted, but which fails absolutely to solve her present dilemma.

Such a situation is often reflected in religious problems. What ought we to expect as the religion of the student? Surely, in a period of development which characteristically tests and revises values, we should not expect a hard-and-fast religion. Coe, in *What Ails Our Youth*, states that the self-injury to religion from its overvaluation of maturity is deep and vital. To be sure, we should expect of college age a critical, broad, and idealistic view of life, but we should also expect strong doubts with rather intense reactions. And these doubts should be respected.

Now is the time when real statesmanship is needed — the statesmanship that believes in freedom of thought; that believes in the capacity of young persons of serious mind to attain a personal conviction on all points that are essential to their character; that conceals nothing, and resorts to no indirection or subterfuge; that has sympathy, good humor, patience; that refuses to permit any young person to excommunicate himself in act or in feeling because of his doubts; that has a strong grip upon the fundamental verities, especially the practical faiths upon which our real life depends; finally, that engages young persons in active service of humanity even in the midst of the severest doubts.[1]

[1] George Albert Coe, *Education in Religion and Morals*. Chicago: Fleming Revell Company, 1914. Reprinted by permission of Fleming Revell Company.

Slaughter gives an excellent picture of the state previous to the one described above, fixation in which means immaturity.

> Until now the youth has been receptive of everything; his intellectual equipment has been given to him from the outside and accepted without question in so far as it accorded with his previous habits and the influence of those he took as authorities; personal weight and influence have counted for more than the value of ideas. Any material not according with these conditions is merely refused admittance or is docked into a hidden corner of the intellectual jumble shop. Among these acceptances, and occupying the foremost place, is the system of theology delivered complete in every detail, and as a rule, of the most rigidly systematic kind; if it be touched in any particular place there is alarm lest the whole structure be threatened. The problem of the young man (or woman) for several years is to put his mind in order.[1]

It is when the mind is not put in order, when the doubts assailing the individual are regarded by him as a unique and not a universal experience, that we have a dangerous situation, for morbidness and depression often result. If each learns to go forward to meet his needs, maturity of viewpoint will result.

A concrete illustration of the havoc which a wrong attitude on the part of the student can produce, and what valuable aid a mature and understanding person can render, is shown in one problem as reported by a personnel officer.[2] The statement given of the difficulty was a feeling of depression and inferiority — a conviction of inability to succeed both in present and future.

> Her problem was easily traced back to her adolescence, when she had developed an antipathy to her mother, who had not given her enough independence, apparently. Since that time the girl had not loved her mother, and had been reproaching herself for it. Moreover this reproach, plus her tie to her mother, was keeping her free self back, and making her unable to develop from adolescent into adult emotions.
>
> If the attitude towards the situation had not been changed, I feel that the girl would have failed in some of her work the second semester, or would have left college, or at the very least would have failed in her work after college. She had gone about as far as she could alone. The cause of her attitude was explained to her psychologically, and it became clear to her that it was a sign of maturity for a girl at adolescence to wish to become independent, and a very common occurrence for her to turn against anyone administering too

[1] J. W. Slaughter, *The Adolescent.* Chap. V reprinted by permission of The Macmillan Company.

[2] Reported by a personnel officer with the permission of the student concerned.

much authority at that time. After revealing the problem, she came to look at herself objectively, to laugh at the trick fate had played upon her, to cease any reproach, to be glad her reactions had been really normal, and to change in her attitude towards her mother.

In her case, as in so many others, it was insight into self which she needed. Once having found this, she had the courage and the ambition to play the game of life. Before she found this, she was fighting the wrong things, and was eating herself up by reproach which was entirely undeserved.

G. Special Problems of the College Woman and her Career

We believe that underlying all of these difficulties is a general causal problem which appears often in the field of educational and vocational guidance, and certainly concerns problems of life attitudes: the contribution of the college-trained woman after graduation, and the sphere or spheres of usefulness which she chooses. LeBaron Russell Briggs, at the quarter centenary of Smith College stated:[1]

> Here is the key to the whole question of women's colleges. These colleges exist not for the competition of women with men, but for the ennobling of women as women. . . . Colleges are watch-towers with wide horizons — training schools for the appreciation of high aims, for that efficiency of leadership which cannot exist without knowledge and without the wisdom that is born to him or to her who uses knowledge well.

Although the knowledge and information gained may be identical, both in the men's and women's colleges, college women do not weave this identical knowledge into the identical traditional background, present environment, sphere of contacts, range of opportunities, and ambitions for the future which belong to college men. The presidents of the women's colleges are not endeavoring to turn out an army of masculine counterparts. Neither, in the light of rapid historical progress and a sense of humor, is there any longer a crying need to turn out an army of feminists. Nor in the light of present-day thought and experiments, does the challenge of responsibility for the home involve women alone. Between the ultra-feminism of women's rights forever, and the ultra-femininity in the idea of women always and women only in the

[1] Rollo Walter Brown, *Dean Briggs*, p. 217. New York: Harper and Brothers, 1926. Quoted by permission of Harper and Brothers.

home, is the stimulating vision of women making their fullest contribution to life, whether in the home, in other service, or in both fields of activity.

To develop this full contribution, it must be recognized that women still have handicaps in traditional environment, in range of contacts and opportunities, and in limitations of viewpoint, which are not characteristic of men. It must also be recognized that women are in more critical need of encouragement in making keen applications of their knowledge and in thoughtful pioneering while trying out their full powers, for while doing so they will be engaged in non-traditional activities not yet universally approved.

Higher education for women, then, with its "watch-towers with wide horizons," no doubt brings into the view of students many new problems, because of the greater awareness it produces of present-day situations and values.

And college students have many values to ponder over to-day, not only concerning their life in college, but concerning the contributions of themselves and other educated women as alumnae. Are they to think of their progress after college in terms of careers, or of marriage, or of both? We are aware of progress at once when we realize that we do not have to add to our previous statement, "or of neither?" Few college graduates to-day remain constantly dependent upon their families.

But how are the majority of college graduates, as women, going to fulfill the second part of Professor Richardson's definition of the primary purpose of the liberal arts college, to become "a more efficient force in his contacts with his fellowmen"? Is Mr. Dublin's statement about marriage and careers in a recent article in the *Atlantic Monthly* a true one?

> The pursuit of one of these alternatives [marriage or career] without the other involves inevitably the impoverishment of life. Professional women generally miss the home-making activities of their married sisters and regret the incompleteness of their personal experiences. On the other hand, there is possibly just as much regret on the part of an ever-increasing number of married women who find themselves on the shelf all too soon, unable to participate in the many outside activities for which they feel themselves amply prepared.[1]

[1] Louis I. Dublin, "Homemaking and Careers," *Atlantic Monthly* (September, 1926), pp. 335–343.

A recent conference held at Teachers College, Columbia University, brought together "experts on household arts, homemakers, students, educators, engineers, architects, commercial leaders, psychologists, economists, and representatives of other professions to discuss the problems of homemaking . . . from all of these angles." [1] Many remarks from the discussions quoted in the report are worth careful thought.

It is primarily human relations that make the home and not the physical and manual processes that go on in it.[2]

Considering the educational investment of the college woman, what can we do to salvage this money, energy, and woman power? It is not precisely a question of how she can make her home life more efficient and useful during her leisure, but rather how she can reorganize her life so that there will be really adequate utilization of her dominant intellectual interests.[3]

The social waste of the army of modern women dangling unused and unhappy between an inadequate home life and an unfriendly vocational world outside the home was stressed again and again.[3]

These quotations furnish just a mere cross section of the vast bulk of published and unpublished discussion on the subject. It is probably true that the more highly educated a woman is, the less content she is with woman's traditional activities in the home as a major and often overwhelming portion of her own daily schedule. For the college woman who marries, the college during its four years of higher education has the challenging opportunity of seeing that its "watch-towers" command a view which shall enable her to think herself more clearly and keenly into a richer, happier, and fuller life for her family and herself than she could have found otherwise. And for the college woman who does not marry, the college has a similar challenge of laying the foundation for an understanding of self which recognizes and frankly admits that, although a professional career may be a wholesome and happy adjustment to the demand for self-expression, development, and useful service to society, it will require more than one process of readjustment, a continuous rather than a final act of

[1] Quoted by permission of Teachers College Publications from "Homemaking as a Center for Research," Report of the Teachers College Conference on Homemaking, p. 20. New York: Teachers College, Columbia University, 1927.

[2] Ibid., p. 68. [3] Ibid., p. 92.

sublimation, and a frank and willing facing of new outlets demanded and new problems as they present themselves. Discussions of the place of women in the home have a long history; but it is only recently that talks such as one given at a recent conference on "Emotional Handicaps of the Professional Woman," [1] have appeared; and these are hopeful signs of the frank discussion needed.

No one who has listened to or taken part in discussions with college students will claim that the problems we have been describing are remote from their minds during college age. The questions are there, and if no material from any of their courses applies, they will be discussed nevertheless. Surely it is logical that higher education for women should recognize these problems of the present day, and endeavor to make its contributions to sane evaluations, discriminations, and ideals.

Although such needs are present, it is obvious that new applications of existing courses, or new courses themselves, cannot and will not appear in a day. Meanwhile thoughtful students are going to be aware of these problems during the process of their college education, and to ask for help in solving them. Many vocational and educational guidance problems are of this nature. It is to these fields that we must look, to the more flexible pioneering of non-curricular instruction and especially to group and individual counseling, — that process of mutual deliberation and exchange of thought, — for constructive solutions of these vital problems.

H. New Methods of Diagnosis

One of the most recent methods of diagnosis of student problems is the so-called clinical or staff method — a method of consultation about cases from every point of view. In one college for women, where the experiment of staff meetings is being tried, those coming together for consultation in relation to a particular case are the dean and assistant dean, the college health consultant, the director of the appointment bureau and the student aid secre-

[1] Beatrice Hinkle, at conference of National Association of Deans of Women, February, 1928.

tary, the student's housemistress and the college nurse. There are sometimes included also the librarian, one of the student's professors or her tutor, and the physical director.

The diagnosis of student problems by such a staff rather than by a single official immediately becomes more thorough. Table XVI shows that in one hundred cases brought up for staff consultation in this college, 271 problems were noted — problems of health, of personality, of outside activities, of home conditions, of social and recreational life, and of academic work.

TABLE XVI

PROBLEMS NOTED IN ONE HUNDRED CASES BROUGHT UP FOR STAFF CONSULTATION IN A WOMEN'S COLLEGE

Health Problems	Times Noted
Miscellaneous ill health problems	29
Underweight or overweight	28
Too little sleep	19
Over-fatigue	17
General poor physical condition	15
Wrong diet	14
Lack of exercise	8
Poor personal health habits	8
Posture	8
Lack of needed rest	5
Eye trouble	5
Too much smoking	3
Total	159 or 58.6%
Problems of Personality and Emotional Disturbance	
Anxiety, worry, or depression	11
General nervousness	9
Too retiring for normal group life	6
Uncoöperativeness	4
Peculiar or shut-in personality	4
Over-introspection	2
Speech defects	2
Unhappiness	2
Untidiness	2
Lack of manners	2
Moodiness	2
Stolidity	1
Over-politeness	1
Dread of making break from college	1
Superiority complex	1
Noisiness	1
Total	51 or 18.8%

Problems of Outside Activities	Times Noted
Too strenuous a summer	7
Over-work in some special activity	6
Remunerative work too great a burden	5
Too many general activities	3
Strain from commuting	3
Taking responsibility of student office too hard	1
Total	25 or 9.2%
Problems Concerning Academic Work	
Overtime in study	5
Work in general difficult	2
Slow rate of working	2
Poor memory	1
Quality of work lowered in short time	1
Over-cutting	1
Unfavorable conditions for study	1
Carrying too many courses	1
Trying to work beyond ability	1
Total	15 or 5.5%
Problems of Home Conditions	
Financial stress affecting student	6
Heavy home responsibility for student or worry about home conditions	4
Neurotic family	2
Family's expectations greater than student's accomplishment	1
Unhappiness about home situation	1
Total	14 or 5.2%
Social and Recreational Problems	
Too little diversion and recreation	3
Too many social activities in a given period	1
Over-stimulation from beginning college and dormitory life	1
Lack of social sense and judgment	1
Discouraged because of lack of proper clothes	1
Total	7 or 2.6%
Total of all problems noted	271

Summary of Table

Number of cases	100
Total problems noted in the 100 cases	271
Number of different problems noted	53

After the staff meetings, there are interviews and a follow-up by the dean's office, with further consideration by the staff later, if necessary. In discovering and dealing with the most difficult of students' problems either before, after, or during the counseling process with the student concerned, we believe the staff plan may be of great value. It is to be wondered whether a future development of this method may not be that the student who is facing a difficult problem, instead of being diagnosed by such a staff, may have the opportunity to counsel with them herself. We talk about the need of group counseling where a single counselor meets a group of students; we may well consider the possible need for the individual student to deliberate with a group of counselors.

Tests in Diagnosis

The consideration of the use of tests in diagnosis and interviewing would require a volume in itself; and for that very reason will be treated as briefly as possible here. For objective judgment of some aspect of an individual, tests are in all probability more reliable than the interview; for an understanding of the whole individual, tests, we believe, can never be more than valuable tools of counseling.

Dr. Goodwin Watson gives the following estimate of the relation of diagnosis through the interview to diagnosis through tests.

> The interview may be regarded as a technique for reaching a sufficient understanding of another person, to permit prediction of the consequences of certain behavior, to make possible guidance in choices.
>
> For many purposes, interviews yield less reliable material than tests. Intelligence, skills, interests, attitudes on certain questions are better tested than estimated from conversation. Records of past achievement are better than reports or guesses growing out of the interview. Interviews can be so standardized as to give fairly reliable measures of certain factors, e. g., vocabulary. The reliability of the average interview is unknown.[1]

[1] Goodwin Watson, *Digest of the Interview from a Psychological Standpoint.* (A mimeographed outline.) Quoted by permission of Dr. Watson.

I. The Aim of Diagnosis

For the purpose of discovering the result of diagnosis in these cases, the author formulated the following list of questions:

Prognosis, Program and Follow-up

If conditions are not changed, what result do you or did you predict?
What conditions can be remedied?
What program of action did you and the student work out?
Would you have turned over this problem to a doctor, psychiatrist, or any other specialist had you had the opportunity? Why or why not?
Any follow-up which you were able to do?
What do you think can be developed as the student's major dynamic or dynamics in meeting and solving future problems? (Such as religious faith, understanding and mastery of self, ambition, life-career motive, desire to help, imitation of someone admired, approval by family or friends, etc.)

(*a*) *Prediction of behavior.* The possible prognosis of behavior is one of the aims in diagnosing a problem. In six reports, such prediction by personnel officers included, in case the conditions discovered had not been remedied: (1) failure in academic work; (2) mental or physical illness; (3) a nervous breakdown with suicidal tendencies; (4) permanent speech defect and mannerisms with growing nervous irritability; (5) growing maladjustment to college; and (6) withdrawal from college.

(*b*) *Remediable conditions.* In seven case studies, the conditions and factors of the various problems discovered to be remediable included: (1) a plan for the education of the student which was beyond her ability; (2) unsatisfactory friendships with fellow students; (3) speech defects and general emotional maladjustments; (4) a living situation; (5) a student's attitude toward her home situation; (6) a subjective rather than objective approach to personal problems; (7) the poor use of a good mind; (8) lack of confidence and an apathetic attitude; and (9) financial difficulties.

(*c*) *Programs of action.* Only through definite programs of action can the student profit by the counseling connected with diagnosing her problem. It is not enough to tell a student that she is hampered by a feeling of inferiority, or that she ought to have a definite purpose, and expect thereby that through the very

telling she will promptly lose the inferiority or acquire the purpose. Programs of action cited in seven case studies included a plan for extra-curricular participation; special attention and encouragement from members of the faculty; a "contract" that the student would put her best energies into her work; some actual instruction in phases of normal psychological development; a family consultation and new living arrangements; consultation with a psychiatrist and a loan of money; lessons in relaxation; the assistance and friendship of an older student who was interested in a particular freshman, and the securing of a summer position.

(*d*) *Dynamics.* In the studies submitted, the estimate of the major dynamic which the student could develop for meeting and solving future problems in each case mentioned the understanding and mastery of self. One report states: "Ambition, mastery of herself, and some interest which would take her out of the center of the picture would probably make her a good college citizen." Another estimate is: "I think the understanding and mastery of self must be developed as the student's major dynamic. It seems to me nothing else stands in the way of her success."

There is without doubt some dynamic for which every student is groping. It is conceivable that the end of the search may be different for each individual, however. With some the greatest drive for making new adjustments and meeting new problems may be this understanding and mastery of self; with others it may be ambition, a desire to help, the wish to secure and merit approval, or the discovery of some working solution as a basis for action in the conception of themselves, the universe, and some force or Being greater than themselves.

The Harvard Teachers' Association recently chose for its program topic, *Student Responsibility for Student Achievement.* Personnel work, with its concern with student adjustments, seems to some to be the antithesis of such a theme, an effort to nurse along the unfit, to be over-paternal or over-maternal to the fit; a repetition of the anxious solicitude toward their children decried in many parents. If the treatment of student problems is for the purpose of patching up some situations or of preventing others,

then it may be open to the accusations above. But if the ultimate aim be to develop the students' problem-solving ability, their willingness and skill in facing the reality of actual situations, the devising of programs of action and dynamics for further action, then the process of diagnosis needs no defense, and the counseling process, which we are next to consider, is of critical importance.

CHAPTER VII

INFERENCES FOR THE COUNSELING PROCESS: A CRITICAL STUDY OF THE STUDENT INTERVIEW

A. The Bearing of Counseling Problems upon Student Interviews

In our examination of counseling problems, we have discovered several trends and emphases which contain inferences for the counseling process.

In the first place, we have found that counseling, in its truest sense, means mutual deliberation, consultation, an interchange of opinion. It therefore excludes instruction under authority, prescription, dictation, or mere diagnosis.

Counseling problems as thus defined we have found to be very wide in scope. Under a somewhat arbitrary distribution, we have discovered problems occurring in the pre-registration period and in Freshman Week; in the dormitories and in unorganized social groups; in the classroom; in lectures and in field work outside the curriculum; in the college library, in chapel and church; in other group instruction and guidance given by administrative officers; and in individual conferences. Under a classification of types of problems, the same broad scope was evident; in a sampling of one hundred and fifty problems brought up in student interviews in five colleges, there were problems of educational guidance, of home conditions and environment, of living conditions, of interpretation of regulations, of student activities, of vocational guidance, of health, and personal and personality problems.

Counseling problems are not only extensive in scope, but wide in variety. Let us take for illustration counseling problems of the classroom, which we do not hear discussed very often. Yet college faculty members interviewed cited forty-nine different problems and a total of 122 as their evidence of counseling problems which they had seen revealed in the classroom, under the following classifications: problems of student personality, character, and

habits; of preparation of assignments; of student ability; problems concerning the instructor; concerning the content and the purpose of the course; of the classroom setting and atmosphere; difficulties concerning the relation of the course material to the rest of the student's knowledge; and the relation of classroom activity to other activities and values of college life. Other fields display a like variety of problems.

Counseling problems are not only extensive in scope and wide in variety — they are complex in regard to the number of agencies and facilities involved. The counseling process is concerned with more than a central personnel staff. All who come in contact with students come to have valuable information regarding them; they almost always do some counseling — whether we or they admit it; and always they are aware of the appearance of many counseling problems. A list of these agencies which deal with college-student problems included the following: the students as unofficial or official advisers, heads of student residence houses and chaperons, members of the faculty; the college physician, nurses, and the physical education department; the various administrative offices; student organizations; outside agencies; and consulting specialists.

The agencies necessary for a thorough solution of a counseling problem are equally varied. In Chapter IV our analysis of twelve published and unpublished case studies of school children, conducted by various homes, institutions, and school clinics, yielded the following list of those necessary to complete the solution of these cases: parents, 12 mentions; psychologists, 12; teachers, 8; friends of the student, 6; school officials, 5; doctor, for further care, 4; church and Sunday school, 3; scout leaders, 2; camp, 2; and one mention each of a probation officer, a lodge, a district nurse, and a moving picture manager.

The inference from this evidence is that the work of a trained counselor, although skilled in the process of counseling, and presumably connected with an office which has centralized, coordinated, and recorded necessary student information, is not done alone. The counselor has, therefore, the need of more training, more awareness about counseling problems, and more expert-

ness in the counseling process, than if he were the sole agent in problem solution.

The problems as reported are not always revealed as the same problems after an interview, and there are therefore three functions involved for this trained counselor: (*a*) to consider a problem as reported; (*b*) to decide, as the interview proceeds, whether or not the problem reported is the real problem; and (*c*) to discover and deal with new and disguised problems revealed.

We recognize that with these functions involved, and with the counseling itself concerned with such varied types of problem as those outlined in Chapter V — from surface and trivial difficulties such as complaints about the location of a room or the application of a minor regulation, to cases of "psychopathic maladjustment" and "religious upsets" — there are demands for progressively difficult and delicate kinds of counseling. There may be counseling on matters of physical, material, social, intellectual, moral, and spiritual welfare, and these involve different levels of counseling achievement. In a recent pamphlet issued on the subject there are three levels cited: *restorative*, *preventive*, and *developmental*.[1]

Such conclusions induce a thoughtful analysis of student counseling as practised at present. In previous chapters we have examined the problems which demanded interviewing. Let us now examine the characteristics of the interviews themselves.

B. Characteristics of One Hundred and Fifty Student Interviews

1. Initiation of the Interviews

In the student interview records secured from five colleges for women,[2] mere question-and-answer requests, routine permissions, and other similar calls were omitted, since they were not really matters of mutual deliberation on the part of student and college representatives.

[1] R. H. Edwards, and Ernest R. Hilgard, *Student Counseling*, p. 8. Bulletin of the National Council on Religion in Higher Education, No. VII, 1928.

[2] See Appendix for Record Sheet, and Chap. V for a full explanation of how the data were gathered.

Of the 150 interviews recorded, 93 were voluntary, 30 were with students sent for by the office, 3 were not recorded, and 24 were referred by others to the central office. Those referring were parents, heads of houses, administrators, members of the faculty, the librarian, the physician, the appointment bureau, a member of the college news staff, friends of the family, students, and the student government association.

Although the proportion of voluntary interviews was 62 per cent, it should be remembered, from our study of problems apparently appearing for the first time in individual conferences, that the more intimate problems in this group tended to appear

TABLE XVII

TIME ESTIMATES OF 114 STUDENT INTERVIEWS

Time	No.	Per cent
Under five minutes	4	03.5
Five minutes	11	09.7
Ten minutes or twelve minutes	20	17.5
Fifteen minutes	10	08.8
Twenty minutes	31	27.2
Thirty minutes	21	18.4
Thirty to forty-five minutes	3	02.6
Forty-five minutes	9	07.9
One hour	4	03.5
More than one hour	1	00.9
	114	100.0

in group activities and in the statement of other problems brought for individual conference. The value of the voluntary character of the majority of these interviews, then, is not in the number of critical problems freely brought, but in the number of voluntary contacts made in connection with problems of lesser importance.

2. TIME REQUIRED FOR INTERVIEWS

The approximate time was requested for each of the 150 interviews, and estimates were recorded for 114 of them. As might be expected, these approximate estimates showed wider intervals as the conferences became longer; that is, although interviews of five, ten, twelve, and fifteen minutes were recorded, no time estimate occurred between a half and three quarters of an hour interview. Table XVII gives the time data.

3. ESTIMATE OF POSSIBLE SUBSTITUTES

On the record sheet for the student interviews, the question was asked, "Would any of the following devices have rendered as satisfactory service as the interview in this particular case, thus freeing you for problems more definitely in need of your personal attention?" Then followed a list of twelve possible substitutes to be checked. Fifty-four substitutes were checked as possible in 42 interviews of the 150 conferences. The list is given below.

TABLE XVIII

POSSIBLE SUBSTITUTES FOR INTERVIEWS IN 150 STUDENT CONFERENCES

	Number
No substitutes possible	108
One substitute checked	34
More than one substitute checked	8
Total	150
SUBSTITUTES	
Specially printed or posted information	13
A note to the student	10
More complete data about the student	6
General information from a secretary instead of the personnel officer	4
A group talk	4
A check-up of the student's knowledge of rules, etc.	4
Catalogue information	2
Publicity in college daily or weekly	2
Other means, such as conference with the proper official: head of residence, treasurer, faculty member, adviser, or nurse	8
Total for 42 interviews	53

Of this group of interviews, 28 per cent, then, were estimated as having possible substitutes. While the group is not large enough to consider the percentage as characteristic for all student interviews, it is large enough to warrant a thoughtful consideration of possible waste of time in unnecessary conferences. The time of the median interview of the 114 whose time was recorded was twenty minutes. If we should assign the median length of conference to these 42 unnecessary interviews, we have

as a result an estimate of fourteen hours wasted in handling the problems of this group of students, an expenditure of time which could be made to cover a great deal of ground in the student counseling which most assuredly does need to be done.

4. REASONS FOR NECESSARY INTERVIEWS

In the 108 interviews deemed necessary of the 150, four kinds of situations seemed apparent: (1) where a difficulty was being met constructively by the student; (2) where it was being met in

TABLE XIX

REASONS FOR NECESSARY INTERVIEWS IN 150 STUDENT CONFERENCES

	No.	Per cent
(1) *Where difficulty was being met constructively*		
To give encouragement and show personal interest	6	
Total	6	05.5
(2) *Where difficulty was misunderstood or being met in wrong way*		
A matter of discipline and penalty	8	
Problems misunderstood or not realized by student	3	
Problems exaggerated by student	2	
Need of student's insight into situation	3	
Wrong advice given by others	1	
Personal observation necessary	1	
Student's need of talking to someone	1	
Total	19	17.6
(3) *Where situation was unsolved*		
Needed discussion and adjustment of a personal problem	30	
Additional information needed either by student or counselor	13	
Vocational problem which needed discussion	9	
Serious nature of problem	8	
Need of third person to clear up disagreement	3	
Educational plans and alternatives which needed discussion	3	
Need of frank statement of facts	3	
Office the source of authority for change needed	3	
Interpretation of regulations	1	
Total	73	67.6
(4) *No particular difficulty present*		
Exploratory or introductory, or for check-up purposes	10	09.3
Total Problems	108	100

the wrong way or misunderstood; (3) where the situation was entirely unsolved; and (4) where no particular difficulty was present. The reasons as stated by the personnel officers for the necessity of the student conferences are given in Table XIX, somewhat classified under these four headings, with the number of interviews falling under each classification.

Many of the reasons given are worth quoting in full. A few are cited below:

> Nothing could have taken the place of personal attention to this student.

> Here an interview was absolutely necessary, since the cause of the student's trouble was different from what she admitted at first, and was brought out by a careful analysis. . . . This was a simple problem, but entirely misunderstood by the student, one she could not cope with without help.

> A situation demanding an interchange of ideas and suggestions based on developments coming out of the conversation.

> The necessity of gaining her point of view compelled the interview.

> This was a personal problem, revealing information which would not have been written, and requiring the tact, sympathy, and judgment which may be shown in a personal interview.

5. TYPES OF INTERVIEWS

In the 150 analyses secured, practically all classifications of interviews as the writer has found them in print were represented by at least one or two cases. Dr. John L. Coss has classified them as follows: personal, medical, educational, vocational, and fact-finding.[1] In a recent article in the *Journal of Personnel Research*, interviews are classified as the exploratory personnel interview, the interview for vocational guidance, and the interview for educational guidance. The writer believes that the actual sampling of these 150 conferences and the reasons given for their necessity demand a detailed classification and suggests the following designations of interviews according to their primary purpose:

[1] "The Student Interview," in *News Bulletin*, Bureau of Vocational Information, IV, No. 1 (January, 1926), pp. 1–3, 6–7.

1. Acquaintance or exploratory for the purpose of humanizing the contact between the student and his college.
2. Narrative, sometimes in form of extremely confidential information, where wise listening precedes any mutual deliberation.
3. Fact-finding and informatory.
4. Health and medical.
5. Educational guidance.
6. Vocational guidance.
7. Intermediary, where a third party's objective judgment is needed.
8. Orientation — involving integration of student's knowledge from courses, philosophy of life, and religion.
9. Personality maladjustment.
10. Combination of any of those above.

6. SUMMARY

The initiation of these interviews was more frequently from the students themselves than from any other source, although the most intimate and involved problems were not brought freely in this way.

The time spent in these interviews covered a fairly normal distribution from less than five minutes to over an hour in length. Twenty minutes was the length of both modal and median interview.

Substitutes were estimated as possible for 28 per cent of these interviews. The two substitutes cited most frequently were specially printed and posted information, and a note to the student.

Interviews were considered necessary for 18 different reasons. The three given most frequently were: (1) because of needed discussion and adjustment of a personal problem; (2) because of additional information needed either by student or counselor; and (3) because of exploratory or acquaintance purposes.

The kinds of student interviews revealed in this analysis suggest the following classification: acquaintance or exploratory, narrative, fact-finding or informatory, health and medical, educational, vocational, intermediary, orientation, personality maladjustment, or a combination of any of these.

C. Criteria for the Interview and the Interviewer

We have now outlined quite fully the characteristics of a certain group of interviews and found many variations of all kinds. Is there, underlying this variety, a possible standard or art or technique for all interviews? Are there criteria which will aid us in discovering the best kind of counseling to meet these many problems which we have examined as actual occurrences?

Certainly, if technique and patterns and skills are put first, the interview will merely add one more contribution to the machinery which is tending to dehumanize administration and faculty contacts with students. Must we conclude that the danger of becoming too specific, analytical, impersonal, and process-conscious is too great to warrant an attack upon the matter?

If the primary motive in counseling is a sincerity of interest in students as individuals and in their problems; if counseling is, first of all, a matter of attitude and spirit, we do not need to fear a careful analysis of the counseling process and a study of possible approaches, devices, and steps in development. If a person is a "natural-born" counselor, as some seem to be, then his natural interest in people will remain paramount; it will doubtless do him no harm to realize that he possesses a certain skill and to build upon that toward further skill. If another person is a poor counselor, attention to skills is one way of improvement.

Let us turn our attention, then, first, to an analysis of the interview, and secondly, to criteria for the counselor's interviewing ability. Such a process must be a didactic one, but its value will be in the substitution of concrete and detailed factors for consideration in the place of vague and ill-defined ideas of what may constitute a good counseling interview.

I. CRITERIA FOR THE INTERVIEW [1]

Factors of Influence Preliminary to Actual Interview

1. Consider the attitude of student toward the interview, the interviewer, and the interviewing office.
2. Consider the attitude of adviser toward the interview, the interviewee, and students in general.
3. Consider the previous knowledge and information of both adviser and student concerning:
   (*a*) The adviser's knowledge of the student, from records and other resources.
   (*b*) The student's actual knowledge of the purpose of the conference.
4. Consider the setting and atmosphere for the interview:
   (*a*) The variety of settings possible for different kinds of situations — outside office, inner office, special conference room, even adviser's own home if situation is a delicate one.
   (*b*) The degree of privacy, comfort, "at-homeness," neatness, and easy access to needed equipment, in the setting.
5. Consider the counselor's manner of greeting the student.

The Interview Proper: Interacting Influences

1. Consider the counselor's method of approach, in conversation preliminary to the interview.
2. Consider the arrival at the purpose of the interview.
   (*a*) If a voluntary interview, the reason given by the student is often vague and even misleading.
   (*b*) If a regular scheduled interview, then conference may be one of mutual introduction and the exploration of the student's potential place in college life and the college's place in the student's life, and adjustments to be made toward that objective.

[1] The writer, in preparing these two outlines has been aided especially by a mimeographed outline, *Digest of the Interview from a Psychological Point of View*, by Dr. Goodwin Watson of Columbia University, and by an outline of Mr. S. S. Board's, quoted by Dr. Fryer in his *article* entitled "Objectives of the Interview for the Vocational Counselor." See Bibliography.

(*c*) If a "referred" interview, there should be respect shown toward the student's statement of his side of the situation.

(*d*) All three types of interview should have the ultimate purpose of furthering the student's development, the ability to solve his problems, and to make his own adjustments.

3. Consider the development of the interview.

(*a*) Up to the shifting-point, the development may be through the adviser's assumption of guidance and interested helpfulness, especially through his superior command of facilities and ability to initiate new moves.

(*b*) The alternatives should be clearly talked over.

(*c*) After the shifting-point, self-guidance should be stimulated and responsibility for action transferred to student.

(*d*) All moves should be based upon developing responses of both in thought and fact; no previous detailed plan is possible.

Conclusion of the Interview

1. Consider the termination of the interview when it has served its purpose.

2. Consider the summing-up on the part of the counselor, and some tangible evidence of the conference for the student.

3. Consider the provisions made for follow-up if such is advisable.

2. CRITERIA FOR THE COUNSELOR

Preliminaries

1. Preparation of the counselor for the interview.

Consider the counselor's customary preparation for the interview:

(*a*) His ability to organize available information in usable form for the interview.

(*b*) His ability to gain needed new information quickly and accurately.

2. Preparation of the student by the counselor.
   Consider the understanding of the purpose of the interview as given to the student:
   (*a*) If on a voluntary basis, is the service offered clearly explained?
   (*b*) If on an expected or compulsory basis, are the reasons fully given and coöperation asked?
   (*c*) Are there incentives offered, such as the remedy for unsatisfactory situations or the securing of new satisfactions?

Physical Setting of the Interview

1. Consider the place provided for the interview.
   (*a*) Do the details, such as lighting, ventilation, amount of quiet, and seating arrangement for the person interviewed give a constructive contribution to the setting?
   (*b*) Does the place suggest neatness, comfort, and attractiveness to the extent of giving a favorable impression of the college and the interview, and of putting the person interviewed at ease?
   (*c*) Does it furnish privacy?
   (*d*) Do the counselor's attitude and the condition of his desk and office suggest readiness and willingness for an interview?

Greeting

1. Consider the counselor's approach to the student.
   (*a*) Is he courteous in greeting?
   (*b*) Does he put the student at ease? Or can he create the right atmosphere if the student is too much at ease?
   (*c*) Can he conceal any marks of fatigue, pressure, or irritation?

Beginning the Interview Proper

1. Consider the opening of the interview.
   (*a*) Is there enough informality to counterbalance the strangeness the student may feel?
   (*b*) Is there an impression of coöperation rather than a display of authority?

(*c*) Does the counselor show an attitude of interest and consideration for this particular interview?

(*d*) In situations involving embarrassment or reluctance on the part of the student, are there touches of lightness, delicacy, humor, and ease which will create a constructive approach to frank and full discussion later?

(*e*) In situations where the student is in an antagonistic mood, is the counselor able to state the counselee's point of view as well as, or better than, the student himself?

Traits and Skills of the Counselor

1. Consider as demonstrated in interviewing:
   (*a*) The ability to analyze facts and situations.
   (*b*) The capacity to deliberate carefully.
   (*c*) The quality of judgment shown.
   (*d*) The tact displayed.
   (*e*) Patience.
   (*f*) Sense of humor.
   (*g*) The ability to question.
   (*h*) The ability to incorporate new information into the interview skillfully, rather than conduct the interview on a preconceived plan.
   (*i*) The ability to counsel with simple vocabulary and concrete illustrations rather than with vague generalizations.

The Developing Interview

1. Consider the counselor's ability to discover the student's problems.
2. Consider the counselor's ability to define the student's problems.
3. Consider the counselor's ability to discuss with constructive effect facts and factors unfavorable to the student, but necessary to the solution of the problems involved.
4. Consider the counselor's ability to shift the initiative in the problem solution from himself to the student.
5. Consider the counselor's ability to arouse incentives in the student for planning his own program of action.

6. Consider the counselor's ability to help the student to a clear and adequate understanding of the concrete developments of the interview.

Conclusion of Interview

1. Consider the counselor's ability to recognize the point at which the possibilities of that interview have been exhausted.
2. Consider his ability to terminate interview tactfully at that point.
3. Consider his ability to suggest and provide for a follow-up without requiring one, if one is advisable.

D. Conclusion

With the interaction of the counseling process in mind, we believe that the following situations are those which demand counseling particularly:

1. When the student needs not only reliable information, but an interested interpretation of such information which meets his own personal difficulties.

2. When the student needs a wise listener with broader experience than his own, to whom he can recount his difficulties, and from whom he may gain suggestions regarding his own proposed plan of action.

3. When the counselor has access to facilities for aiding in the solution of a student's problem, to which the student does not have easy access.

4. When the student is unaware that he has a certain problem, but for his best development must be aroused to a consciousness of that problem.

5. When the student is aware of a problem and of the strain and difficulty it is causing, but is unable to define and understand it.

6. When a student is aware of the presence and nature of a problem, but because of temporary strain and distraction is unable to cope with it intelligently.

7. When the student is suffering from a major maladjustment or handicap which is more than temporary, one which demands careful diagnosis by a specialist and help over a long period of time.

Thus we have the counseling process meeting the following needs: (1) the need for an interested interpretation of information adapted to an individual problem; (2) the need for a listening, checking-up, and advising process; (3) the need for putting in motion aids to problem solution to which the student does not have easy access; (4) the need for arousing an awareness of problems existing but not recognized; (5) the need for defining problems recognized but not understood; (6) the need for constructive action where the student needs help in coping with a problem; and (7) the need for help in definite major maladjustments.

We may then put the "musts" of the counseling process into five major necessities in the light of the situation as we have described it.

1. We must know what we are counseling about. This involves, first, the ability to organize before the interview available information in usable form, and to gain needed new information quickly and accurately. It involves, secondly, the ability to help the student discover and define his problem, that we may know what is the vital subject of the interview.

2. We must know whom we are counseling with. This in itself is a large order when we think of how little we know as certainty about personality and about individual differences in abilities, aptitudes, and interests. There is required, furthermore, a knowledge as objective as possible of the particular individual whom we are counseling.

3. We must know what we are counseling toward. Dr. Donald Paterson [1] gives the following as one theoretical basis for advisory work: Appreciation of the range of motives among college students, direct and indirect means of expressing these motives, the numerous possibilities of mental conflict arising from the multi-

[1] Donald G. Paterson, "Finding the Individual Student and His Problems," p. 249. New York: McGraw-Hill Book Company, *Principles and Problems in Vocational Guidance*, Frederick Allen, Editor. Quoted by permission of the McGraw-Hill Book Company.

plicity of motives, and possible methods of solving such conflicts in harmony with the student's best interests. Then, after this, are we not counseling toward purpose, awareness of problems, and self-guidance on the part of the student?

4. We must know when the counseling should be over with. Many interviews are prolonged beyond the time of their usefulness; some are held which are unnecessary throughout; and we all know of cases where we have felt that another hour beyond the time we could give was critically needed before this process of mutual deliberation could properly be terminated with constructive help to the student.

5. We must set the stage so that something happens when we get through counseling. This demands, it seems clear, not only the motivating process we have mentioned above, but the drawing up of a program of action with the student. We are too apt to stop with diagnosis, but self-knowledge, although extremely valuable, does not seem to be the last step needed. It is valuable if the counselor and a student can decide that it is only lack of confidence which gives him a poor school record; but such knowledge will soon become valueless if it is not used in action planned to overcome that lack of confidence.

When we realize more clearly what counseling is; its vital contribution to any guidance program; the importance of the general situations which demand counseling; the extensive scope, the wide variety, and the complexity of specific counseling problems; and the consequent functions which we must expect from the counselor and the counseling process, we know that we need not only more frequent discussion of counseling, but also the beginning of a thoughtful and searching analysis of the counseling process.

CHAPTER VIII

COÖRDINATION IN PROBLEM SOLUTION AND THE COUNSELING PROCESS: PROPOSALS AND RECOMMENDATIONS

A. Conclusions in this Study which point toward Necessary Coördination

Personnel work is sometimes called a scientific coördination of effort to promote the development of the individual. If this is a reasonable conception, we must know over what territories this coördination must extend, what agencies it must centralize, what distribution of problems must be considered, and how the treatment of these adjustments and the counseling involved may be unified for the purpose of fostering an integrated development of the individual.

It is such a survey which the previous chapters have been attempting. We have found counseling problems extensive in scope and wide in variety, necessarily dealt with by a numerous personnel, requiring many types of treatment and kinds of interviewing, and both simple and involved in diagnosis and in the skills demanded for solution. The burden of our discoveries is that college students have problems which legitimately require, for satisfactory solution, mutual deliberation between some representative of the institution and themselves; and that this official counseling process is a widespread enterprise, involving many individuals, agencies, backgrounds, facilities, skills, and functions. Such an enterprise should be of powerful influence upon student welfare and the welfare of the college. It will possess positive power if directed and coördinated; it will otherwise exert negative power, working at cross purposes, creating conflicts, duplications of effort, general confusion, and indefiniteness.

B. Who Shall Do the Coördinating?

There is no lack of attention to the development of the individual student today: by college presidents in the matter of college purpose, policies, and curricula; by deans and personnel officers in regard to the personal problems coming to their attention; by physicians concerning the health and health habits of the students under their care; by psychiatrists endeavoring to promote mental health; by national religious organizations desiring to help the student link together his religion and his everyday life; by research organizations investigating the field, and so on.

Much of this service and investigation approaches the scientific: it is objective; it is careful; the results are studied and analyzed; organization is made a means to an end. But it is the coördination that needs to be scientific. That point has not yet been reached. Too often each organization, movement, office, or agency considers itself the keynote to the ideal promotion of individual development, and fails or refuses to listen to similar keynotes which are being struck elsewhere. Each keynote champion recognizes the need for coördination, but believes that the coördination should come from his special field, and works consciously or unconsciously toward that end.

Such a situation could be considered less serious were it not for the fact that professional literature emphasizing these different angles of approach is apparently increasing rather than waning. This lack of coöperative coördination is perhaps critical enough to warrant, for the sake of clarity and concreteness, mention of various articles from professional journals, each advocating a different approach to the centralization of any personnel work.

1. *The Physician as General Counselor and Coördinator.* One article dealing with the administration of mental hygiene problems states that plans from a central office should include the whole student body, and that it should usually be "the head of the medical department" who has the final disposal of the problem. In another article defending the physician as the ideal gen-

eral counselor, the writer recommends that he have psychiatric training, and implies, again, that this psychiatric counselor should have access to every student.

2. *The Psychiatric Social Worker as Coördinator.* A recent article from a psychiatric social worker asks for her share in the field of college adjustments, and proposes that her functions be the following, which would be of no minor importance:[1]

> The position of the psychiatric social worker in the college will of necessity be *that of liaison officer between the various social forces*, the extra-curricular activities, deans, personnel department, recreation, student organizations, and the student and psychiatrist. . . . [Her functions would be] (1) case work with the student; . . . (2) organization of social resources to help the student in his social adjustment; (3) training of student advisers in the technique of applying mental hygiene; (4) liaison between the student, the psychiatrist, and extra-curricular officials and activities; (5) pre-vocational education and advice in relation to the field of mental hygiene; (6) research in the sociological and technical phases of psychiatric social work.

Such a plan means access to every student, every student adviser, coördination of student activities, and even "vocational advisement in regard to the field of mental hygiene."

3. *The Personnel Officer a Teacher.* Dean Hawkes of Columbia University states that "All these streams [of knowledge about the student] ought to converge so that there is some one place where everything that ought to be known about the individual is known to some one person or is available to him." He then continues:[2]

> The position of the personnel officers in most of our colleges is a more or less tentative one at the present time. They are not quite as well understood in men's colleges as they are in women's colleges, but in both they must be hooked up with the administrative and teaching staff. You cannot have one isolated place where all the interviewing is done; it must be carried on by a large variety of people, and in my experience one who is teaching is in the best position to do it. *The personnel officer should teach.* He should have that kind of contact with the real life of the institution.

4. *The Administrator as the General Counselor.* Many believe that an administrative office must be in charge of all the student

[1] Helen L. Myrick, "Psychiatric Social Work and the College Student: A Forecast," in *Mental Hygiene*, XI, No. 4 (October, 1927), 726–727. Quoted by permission of The National Committee for Mental Hygiene.

[2] Herbert Hawkes, *Administration of the Student Personnel Office*, p. 94. Bulletin of Bureau of Vocational Information, III, No. 12 (December, 1925). Quoted by permission of Dean Hawkes.

counseling. In some colleges there has been established a personnel director, apart from the office of the dean, who is responsible for the coördination of all matters pertaining to student welfare. Others believe that this work will always belong most logically to the dean.

> Indeed, if personnel work becomes anything more than a gesture in our colleges and universities the *dean*, for economic reasons alone, *may have to become the chief personnel officer*. She already has a strategic advantage in her position as administrator, as a possible teacher, as a member of faculty and student committees and as an adviser in academic matters, to help in the process of character development, which is the aim of education.[1]

5. *The Psychiatrist as the Head of Student Advising.* An article by Dr. Smiley Blanton advocates a student advisory service, headed by a psychiatrist, with these duties: (1) coördination of all college activities concerned with the students' mental health and emotional adjustment; (2) the establishment of a clearing house between faculty and students, "making the faculty more easily accessible to the student and at the same time relieving faculty and deans of many time-consuming interviews and duties that at present devolve upon them"; (3) to study and advise in regard to all overt problem cases; (4) to conduct courses in mental hygiene; (5) to consult with each student in mental hygiene courses; (6) to coördinate vocational guidance with other phases of emotional guidance.[2]

It seems to us impossible for a psychiatrist to remain a good psychiatrist under such a program, for he must not only remain an expert in his special field, but add to his functions those of administrator, supervisor of faculty advising, coördinator of student activities, teacher, and vocational guidance counselor. If he succeeds, he is more ready to become a college president!

6. *Objections to Existing Counseling Services.* Let us give a closing illustration from an article disposing of all present ways of

[1] Sarah M. Sturtevant, "The Qualifications and Preparation of Deans of Women," *Eleventh Yearbook*, National Association of Deans of Women (1924), p. 121. Quoted by permission of National Association of Deans of Women.

[2] Smiley Blanton, "A Mental Hygiene Program for Colleges," in *Mental Hygiene*, IX, No. 3 (July, 1925), 482.

meeting the student-counseling situation. The need of meeting the emotional problems of the student, it states,[1]

(1) cannot be met by the student health service, because "the usual medical man is rather unversed in newer developments in psychiatry."

(2) It cannot be met by academic departments of psychology, because "not infrequently . . . there is a general disbelief in the inclusion of student counsel as a part of the psychological work."

(3) It cannot be met by college deans, because "they are rather too often men and women with little or no understanding of the bases of human conduct."

(4) It cannot be met by religious organizations, because "by and large their work has been futile."

(5) It cannot be met by religious personnel, because "they are too thoroughly inbred with the older point of view as to conduct."

The conclusion is that, therefore, "we are frankly face to face with the need for developing some new type of facility for advising students."

C. Proposals and Recommendations

In the light of our conclusions as to the importance of counseling problems and the counseling process, and in view of the conflicting trends, as cited above, toward several kinds of coördination by different specialists, we make the following proposals and recommendations, progressing from the consideration of all personnel activities in a college to specific proposals for the place of counseling in such a program.

1. *There must be coördination of all agencies working in behalf of the welfare and development of the individual college student.*

The necessity for such coördination is quite obviously agreed upon by all who have studied the situation. The disagreement is concerning the angle of approach from which this coördination

[1] Kimball Young, "Mental Hygiene and Personality Guidance in Colleges," in *Mental Hygiene*, IX, No. 3 (July, 1925), 500–501. Quoted by permission of The National Committee for Mental Hygiene.

shall be made. The possible injury to the whole enterprise is in the conflicting efforts of several fields of specialization to hold the reins of coördination.

2. *The person who coördinates all personnel services must become a generalist when exercising such a coördinating function; he cannot remain primarily a specialist.*

This does not mean, if he has been a specialist, that he will not use in the most valuable way his training and his special approach to problems; but it does mean that his major function should be to coördinate the many aspects and the numerous agencies concerned with personnel service.

The view presented throughout all the quotations cited at the beginning of the chapter — that it is only the specialist who should have access to all the students, who alone can and should discover student problems, diagnose them, or help in necessary adjustments — has, we believe, several weak points. In the first place, it is impractical, for, as Miss Meredith states in her article, there are not enough properly qualified psychiatrists or medical experts or psychiatric social workers to go around; and if there were, the salaries necessary to secure a sufficient number of highly trained specialists to handle adequately the interviewing of all students would be prohibitive. In the second place, such a plan would assume the removal of this function from others coming in contact with students, especially members of the college faculties. To put a "generalist" in charge of such coördination assumes a gathering together of all wide-spread and legitimate contacts; to put a specialist in charge *as* a specialist, assumes that all contacts should be approached from the angle of his specialization.

3. *This general coördination of all personnel service should include as one of its major functions the coördination and supervision of all official student counseling and advising.*

Our study, as it has progressed, has revealed that legitimate counseling problems are numerous and varied, and that the counseling process is a widespread enterprise, involving many individ-

uals, agencies, backgrounds, facilities, skills, and functions. Obviously the coördination of such a program has an acknowledged place with the general centralization of student records, testing, research, and any instruction, supervision, and placement done with the welfare of the individual student in mind. But we maintain that this centralization and the linking up of all student counseling — the face-to-face part of a personnel program — should not only have a place, but should receive one of the major emphases of the entire program; for it is in the actual field of human relations, and is, therefore, the most directly and immediately influential with the students for whom the whole program is designed to function.

4. *To what official, or to what office, this general coördination, with the counseling problems and process as one of its major functions, should be assigned, should depend upon the organizational structure of the institution concerned.*

To take a plan, no matter how ideal, and expect to fit it down over any and every institution of whatever size, shape, and particular style of growth, is to ignore the fact that there are individual differences in colleges as well as in persons. In one college, the ideal starting place for general coördination and counseling may be in the office of the dean; in another, it may be a psychiatrist who is willing to become a coördinator; in still another small college, it may be a faculty committee, with the chairman giving up a good part of his teaching. We maintain that the deciding factor is not title or office, but certain criteria and standards such as we are attempting to outline.

In regard to the office in which this general coördination and counseling program is to be located, perhaps the main criteria should be: flexibility of organization, a central location, a present or potential reputation of genuine interest in students for their own sake, and a status of sufficient prestige in relation to faculty, administration, and students to enable this needed coördination to be accomplished.

The remainder of the proposals will concern criteria for and functions of the head adviser or counselor.

5. *The most logical approach of a head counselor to the whole program of student counseling is in the rôle of an educator, dealing with educational problems.*

The primary purpose of the college, of the liberal arts college especially, is the intellectual development of its students. It is most logical, therefore, that the adviser should be associated with this primary purpose — a general counselor with his major approach to students through educational problems. There is further ground for this approach in our analysis of the group of 150 student interviews. In this study only 34, or 22.6 per cent of the total, were counseling problems of educational guidance; but of the group which proved to be other problems in disguise, the highest proportion, or 39.3 per cent, was presented as educational problems. In the latter group (see Table XIV, page 73, for specific problems), the difficulties as first presented included difficulties in methods of study, in the planning of study time, in choice of studies and curricula, in questions of academic standing, requests for excuse from work and examinations, and dissatisfaction with courses.

The head counselor needs to be an educator, for in the last analysis he is counseling, then, toward the primary purpose of the college — the development and stimulation of scholarship, with its necessary accompaniment of general development. Moreover, as an educator he is more likely to be skilled both in group counseling and in the individual interviewing which he must do if he is to make any effort at the prevention of common difficulties and secure the development of problem-solving ability on the part of the students. And he needs also to be an educator in human relationships, through his supervision, stimulation, and instruction about student advising and counseling with those having official contacts with the undergraduates.

If we claim that the head counselor should be an educator, and include in this rôle that of group counselor, have we committed ourselves to the stand that he must therefore be one of the official teaching faculty of the college? We refer here to our third proposal, that whoever coördinates the counseling program should have this responsibility as one of his major functions. If he

teaches in an academic field, with another responsibility as his major one, he has a difficult problem to face. One educator has remarked, in addressing an assembly of deans, that if the dean is to have academic responsibilities, she must be adequately prepared to carry them (and we would add, *maintain them*) with credit to herself as a teacher whose scholarship in her field is in accord with the standard of scholarship which the institution upholds. The writer has recently heard an administrator remark that she was forced to give up teaching because of her regard for it. Two possible solutions of this situation are: first, to teach an applied course in a subject like psychology or education, in which, as a counselor, he must be a specialist; or second, to teach a so-called orientation course in student problems. Such a solution, however is not always possible or advisable. Nevertheless we believe that by the very nature of his task the counselor must be an educator in the broadest sense of the word.

6. *The head counselor should be on a coöperative committee composed of the representatives of all agencies dealing with student welfare, of which the director is chairman. In a simpler organization, the functions of personnel director and chief counselor might be combined.*

Such a committee would be required because of the coöperation and coördination which we have already admitted to be indispensable. It would be called together for an examination of general progress and for the formulation of policies, but it would meet most often, perhaps, as a clinical staff for consultation in regard to special student problems.

The importance of the head counselor's place on this committee would be due to the need for integrating all student advisement. On a full coöperative committee we would have someone representing medical advising, psychiatric advising, educational advising, vocational advising, college-entrance advising, religious advising, student-regulations advising, financial advising, the advising done by the heads of student residences, and by advisers of student activities. In all this varied counseling, the chief counselor should be responsible for stimulating coöpera-

tion and achieving coördination in the matter of principles, methods, interview-recording, and the reporting of results to the central office. Beyond this, it should not be his province to pass upon the content of the specialized advice given, but it should be his responsibility, as we shall discuss later, to integrate it with other specialized advice and to follow up the results.

7. *In regard to those who, as official representatives of the college, are to assist in general rather than specialized counseling, the head counselor should have charge of the administration of such advising, with the right to recommend the appointment or release of these advisers.*

Such authority should mean expected attendance of the advisers at any discussions or instruction periods concerning the improvement of counseling, and the chief counselor's power to recommend the appointment or release of advisers on the basis of their response to and benefit from the programs and principles which the advisers' group works out.

8. *Whether these assistants in general counseling, with educational guidance as the main approach, shall be members of the faculty or personnel staff members, and how many there shall be in relation to the total student enrolment — both are questions which demand more successful experiments than there are at present for the support of either view.*

The extent of the participation of faculty advisers would probably have to be determined by the student enrolment, the teaching load, the consequent free time for counseling, and the number of faculty members available with qualifications and genuine interest in general student counseling.

On the other hand, because the greater part of this general counseling, if approached through educational advising, should often be compassed in a short space of time, the number of full-time personnel staff members necessary to accomplishment would be prohibitive for most colleges. In addition to this consideration, the time of the general counselor and of any staff assistants he may have should be left free for several long inter-

views a day if necessary, in addition to the other demands which must be met.

It is, therefore, probable that, for some time yet, the best approach to general student counseling is through a combination of faculty and staff assistance. Concerning this question, President Hopkins of Wabash College says:[1]

> When it is possible to find members of the faculty possessing a keen human interest and desire to work with individuals, it is easy to visualize methods by which such teachers can render a very valuable type of service to the individual. I doubt if there is any other way possible in colleges today of approaching a satisfactory solution to the personnel problem except through such faculty members as possess this type of interest and point of view. Frankly, I am undecided in my own mind, as yet, to what extent it is legitimate and advisable to add the whole burden of personal contact to the duties and responsibilities of the teaching staff. I am sure that trained interviewers can do much to lighten this burden for the faculty, and that they can do it in a way which makes it possible to utilize the faculty member's time and attention given to the individual in a manner comparable with his special abilities and interests.

9. The main functions of the general counselors should be educational — as previously explained — exploratory, rerouting, centralizing, and follow-up.

The educational function has already been described. In his exploratory function the general counselor would first be in charge of all acquaintance interviews held for the purpose of humanizing and individualizing the contact between the student and his college. Ideally, these acquaintance interviews would be held as nearly as possible at the beginning of the year, during the opening days of college for all of the students in general, and later for further exploratory interviews with those who seemed to be in need of them.

Such interviews, however, are best held for some more tangible purpose, and we recommend the educational approach as the most practical and logical one. Such an approach would have as legitimate territory questions like the following: What are your reactions to college? Are you disappointed or satisfied with it so far?

[1] L. B. Hopkins, "Personnel Service in the College," in F. J. Allen, *Principles and Problems in Vocational Guidance*, p. 264. New York: McGraw-Hill Book Company, 1927. Quoted by permission of the McGraw-Hill Book Company.

Do you like your courses? Do you think you can integrate them toward a constructive point of view of your own?

Later approaches could include the following: Are there particular conflicts or obstacles in any courses? Are they helping you in your individual adjustments to college life? Are they helping you in building a clearer idea of what you wish to be, do, and think next year, and after college? Do you feel that anything else is standing in the way of college success and efficiency? Are you enjoying college life?

With points such as these touched upon, it is believed that the student will gladly discuss any difficulties which seem to him to need counseling, and that, in the process, the counselor may be able to prepare the way for the consideration of other problems of which the student may not be aware.

Such an exploratory function, used in its general sense and employed with the educational approach, would doubtless include several of the ten types of interviews outlined in Chapter VII: the specific exploratory or acquaintance interview, the educational interview proper, the fact-finding or informatory interview, the orientation interview, sometimes an intermediary interview, sometimes health or vocational interviews, or maladjustment problems to be referred to some other type of student service.

The rerouting function, which might also be called a referring function, is almost self-explanatory. The problems arising in the general counseling which call for special treatment will be referred to one of the agencies mentioned in section 6. Or the problems may be referred from a special agency back to the central office, to be rerouted so that another aspect of the adjustment may be considered. This makes possible a clearing house for all problems.

A centralizing function, however, makes this clearing-house service still more valuable. It is time that we paid more attention to centralizing the results and influence of official contacts with our students, making note of and evaluating our advice as well as the facts of family history, previous school marks, the number of class cuts taken, the choice of major subject, and so forth. Such reporting of official counseling to the chief counselor's office would enable him to check up and straighten out conflicts in

advice. For example, in the same week an instructor may report that he told the student of the necessity of spending more time on *his* subject if she hoped to pass it. The physician may report that the student has come to her in poor physical condition, and was advised of the imperative need for more sleep and rest. The student aid bureau may report an interview in which this same student asserted the absolute necessity of earning more money immediately, and her placement in a position which demanded several hours' time a day.

Centralization would also help reveal causes for problems not always brought out in interviews with special advisers.

The follow-up function would ensure building upon this centralization and coördinating the efforts of all concerned for the best welfare of the student. It may be hoped that, as the students became educated in ways of meeting their own adjustments and in the kinds of help available to them in various agencies, they would tend more and more, when in need of counseling, to recognize the nature of their need and go directly to the special advisers. In reports of the latter would come to the chief adviser the valuable picture of student progress or lack of progress, and the general counselor's efforts would gradually be freed for more and more follow-up toward such individual progress of each student.

D. Conclusion

These nine proposals, or criteria, lead us back logically to a final consideration of the student and his needs in the process of his four years of education in a liberal arts college.

We wish the college to teach its students to use their minds; to think; to find and know the truth and life and the universe; the interpretation of the present in terms of the past; the achievements of man; the nature and problems of the social order in which he lives; and the facts in the field of learning which he is studying. We guide and instruct the student in this acquisition of knowledge.

We have defined counseling as a process of mutual deliberation. It is such counsel when *needed* by the student — in his attitudes

and habits of living as well as thinking; in his ability to face reality, to solve the problems which constitute it, to acquire the understanding, the dynamics, and the purpose which will lead him to sane and happy living through useful progress. It is these considerations with which this investigation and analysis have been concerned. It has attempted, by factual evidence and detailed analysis of authentic situations, to build up a sound concept of student needs and adjustments and of legitimate counseling problems among those needs. Its conclusions cannot be final, but if it serves as one thoughtful consideration of the next steps necessary in giving wise attention to the individual student in coöperation with him, and in the face of contradictory proposals of method, theory, practice, point of view, aims and standards, it will have fulfilled its purpose.

APPENDICES

APPENDIX A

GENERAL DATA BLANK FILLED OUT BY 215 FRESHMAN WOMEN IN A LIBERAL ARTS COLLEGE

General Data Blank

Father's occupation (if living)..... Mother's oc. (if any) .....
or Guardian's.....

Father's college or training school (above h. s.)..... Degree.....
Mother's college or training school (above h. s.)..... Degree.....
The predominating attitude of my home regarding my college education is:
(Underline proper word)

Father or Guardian	*Mother*
Strongly approving	Strongly approving
Indifferent	Indifferent
Dubious	Dubious
Antagonistic	Antagonistic

Number in my high-school class..... Honors I received.....
I am the ..... child in a family of ..... brothers and.....
sisters.

I have borrowed money outside the college for this year to the amount of .....

Activities, Interests, and Ambitions

Student activities in *high school*, in order of my preference.....
.....

Student activities this year, in order of my preference.....

In my Senior year the high-school study I liked *best* was.....
In my Senior year the high-school study I liked *least* was.....

My Freshman studies this year in order of my liking, have been:
.....
(Best liked to least liked)

In my estimation, the most important thing which has happened to me this year, either through apparent chance or my own definite achievement, has been.....
.....

I am definitely planning for the vocation of .....
or
My choice is not yet definite, but my chief vocational interests are
(1) (2) (3)
.....

Factors of Influence

(This section may be left unanswered if you prefer, but if you answer it at all, please do all of it.)

I have underlined in the following any items which of themselves, or through events connected with them, have troubled or excited me this year to the extent of interfering with my general happiness, sleep or relaxation, or ability to work:

Clothes, money, intensive girl friendships, lack of girl friends, men friends, lack of men friends, awkwardness in meeting people, sense of unpopularity, inability to concentrate, poor planning of time.

Lack of time, laziness, unfavorable working conditions in the halls, slow rate of working, tendency to put things off.

Sensitiveness, loss of temper, moodiness, lack of physical energy, over-submissiveness, feeling of "being different."

Disapproval of family or friends, illness in family, worry or dissatisfaction about general home conditions.

College Purpose

This section will be valueless if you do not answer it *frankly*. (Check with *1*, *2*, *3* your reasons, in order of their weight and influence with you.)

I came to college because:

My parents wished it.
Members of my family or relatives had graduated from this college.
Most of my friends were coming, and I wished to be "in the running."
I wanted the social pleasures and new friends which college brings.
I valued the prestige which a college degree affords.
I desired a college education as preparation for the vocation of .....
I wished a background of broad, cultural interests.
I wanted to specialize in the subject of .....
I wanted the opportunity for serious and intensive study, and the chance to think things through.
(Add any other purpose.)
.....

Health

The condition of my health this year has been: (underline proper word)

Excellent		Somewhat of a handicap
Better than usual	Average	Decided handicap

_____
NAME

APPENDIX B

RECORD SHEET FOR PROBLEMS DEMANDING STUDENT INTERVIEWS

(The Basis of 150 Records Submitted by Eight Personnel Officials in Five Women's Colleges)

Record Sheet for Problems Demanding Student Interviews

I. Who initiated the interview? (Check below)
( ) Student came voluntarily. ( ) Sent for by your office.
( ) Referred by .....

II. What kind of problem was designated, or what statement of the problem given? .....
.....

III. What is your interpretation of the counseling problem revealed, if it differs from reason given in II?
.....

IV. Where, in your opinion, did this problem *originate* or *most prominently reveal itself?* (Check below)
( ) In classroom or library (including preparation of assignments).
( ) In pre-registration period of Freshman Week.
( ) In non-curricular group instruction and guidance (such as chapel, outside lecture courses, vocational information talks, etc.).
( ) In the dormitories or in unorganized social groups.
( ) In organized extracurricular activities.
( ) Elsewhere, in .....
.....
( ) Revealed in *group* life, as checked above, or
( ) Revealed only through a conference or acquaintanceship with this individual student. Had not been apparent in a group activity.

V. Would any of the following devices have rendered as satisfactory service as the interview *in this particular case*, thus freeing you for problems more definitely in need of your personal attention?
If *YES*, check possible substitutions below:
( ) A note to the student.
( ) Catalogue information.
( ) Specially printed or posted information, or notices read.
( ) A group talk.
( ) An orientation class.
( ) More centralized or complete data about student.

( ) Student handbook information.
( ) Publicity in college daily or weekly.
( ) Physical examination or mental tests.
( ) General information from a Secretary.
( ) Official check-up of students' knowledge of rules and information for which they are responsible.
( ) Other means, such as .....

If *NO*, give reasons for necessity or desirability of this interview. Use other side of sheet.

VI. Approximate length of interview. Was it ( ) only interview necessary?
( ) one of several necessary?

Please return to

HELEN D. BRAGDON

Graduate School of Education
Harvard University
Cambridge, Massachusetts

.....
College Officer
.....
College

APPENDIX C

OUTLINE FOR INVESTIGATION OF MAJOR STUDENT ADJUSTMENT PROBLEMS

(THE BASIS OF CASE STUDIES SUBMITTED BY TEN PERSONNEL OFFICIALS IN FOUR WOMEN'S COLLEGES)

Case Study Directions

Explanation and Directions

(1) This case study record is designed for an investigation of major counseling problems of women college students. It is suggested that a problem may be considered a *major* one under any one of the following conditions:

(*a*) When the student's conduct has become a case of discipline with a serious penalty.
(*b*) When a student's academic status is threatened, involving dropping or changing courses, or withdrawal from college.
(*c*) When a student's place of residence must be changed because of her unfavorable conduct or conditions unfavorable to her.
(*d*) When a serious home adjustment is required on the part of the student or her family.

(*e*) When a student has no idea of what use to make of her college course; or when she has a definite vocational aim, but seems unfitted in personality or aptitude for the vocation she is considering.

(*f*) Other cases, necessary for you to investigate, which are significantly affecting the student's physical health, emotional stability, or general efficiency and happiness.

(2) Please take a problem for investigation which did not seem abnormal at the time of its origin, either as to circumstances or the personality of the student involved.

(3) Please write up the problem as a case study, in paragraph form. *Consider if possible every point in the outline enclosed, but in writing up use your own judgment in omitting items apparently not influential in this particular case, in adding other items, or in using a different order.*

(4) For accuracy in compilation, however, kindly indicate in the margin of your study the number and letter of the item in the outline about which you are giving information.

Please return to

HELEN D. BRAGDON

Harvard Graduate School of Education
Cambridge, Massachusetts

The Suggested Outline

I. *College* (to be omitted in study compilation)

Class *Type of College Residence*
Dormitory, At home, etc.

II. *Brief statement of the problem.*

III. *Origin of investigation of case:* (1) Was student referred by some one? By whom? (2) Did student come voluntarily? (3) Was she called in on your own initiative?

IV. *Family Background and Home Environment:* Please include any of the following items which you deem pertinent for this particular student:

(*a*) Parents' race and nationality, occupation, economic and social status, and age — if significantly above or below average.

(*b*) Health of parents, and any outstanding facts about the health of other members of the family and of near relatives.

(*c*) The education, culture, and general achievement of parents and other members of the family.

(*d*) The place of the student in her family: the number of older and younger brothers and sisters.

(*e*) The attitude of the family toward the student and her education.
(*f*) Any difficulties in the life of the family affecting the student.
(*g*) General character of the community from which she comes.

V. *Physical Record.*
(*a*) General health. Any physical defects? Any facts about previous health and physical condition which seem important in this case.
(*b*) Habits of living: care of person, rest, diet, recreation, etc.

VI. *Status in Ability and Achievement.*
(*a*) I. Q. or scholastic aptitude score.
(*b*) Academic standing.
(*c*) Estimate of present achievement in relation to mental ability.
(*d*) Results of any other mental tests.

VII. *Educational Record.*
(*a*) General character of preparatory-school record.
(*b*) Development or lack of development according to indications of Board of Admissions record.
(*c*) Changes in colleges or any irregularity in attendance.
(*d*) Majors, fields of concentration, etc., and student's attitude towards them.
(*e*) Marked academic difficulties or successes.
(*f*) Any faculty opinions or ratings as to character of college work.
(*g*) Habits of study and thinking.

VIII. *Character and Personality Traits and Interests.*
(*a*) Any ratings by faculty.
(*b*) Your estimate of personality traits.
(*c*) Emotional characteristics: intensity of emotions, apparent inhibitions or repressions, strong prejudices, degree of self-consciousness, shyness and embarrassment, nervous mannerisms, speech defects, moods, etc.
(*d*) Social and recreational interests.
(*e*) Apparent incentives and vocational interests.

IX. *Activities and Experiences.*
(*a*) Pertinent facts in regard to religious life, social life, variety of group contacts, character of friendships, and acquaintance with and attitude toward men.
(*b*) Vocational experience: paid and volunteer.
(*c*) Any unusual experiences or types of activity.

X. *History of Present Problem.*
(*a*) Do you consider any of the items under IV to IX inclusive to have been *major* causes of the present problem?
(*b*) What items in the data above were *contributory* causes?

(*c*) Other causes not included?
(*d*) What has been the development of the problem from its origin?
(*e*) What do you consider the problem as fully revealed? Distinguish between this and the problem as it was designated when first referred to you.

XI. *Prognosis, Program, and Follow-up.*

(*a*) If conditions are not changed, what result do you or did you predict?
(*b*) What conditions can be remedied?
(*c*) What program of action did you and the student work out?
(*d*) Would you have turned over this problem to a doctor, psychiatrist, or any other specialist had you had the opportunity? Why or why not?
(*e*) Any follow-up which you were able to do?
(*f*) What do you think can be developed as the student's major dynamic or dynamics in meeting and solving future problems? (Such as religious faith, understanding and mastery of self, ambition, life-career motive, desire to help, imitation of some one admired, approval by family or friends, etc.)

Please return to

HELEN D. BRAGDON
Harvard Graduate School of Education
Cambridge, Massachusetts

BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Adams, Elizabeth Kemper, *Women Professional Workers.* New York, The Macmillan Company, 1921. 467 pp.

Allport, Floyd Henry, *Social Psychology.* Boston, Houghton Mifflin Company, 1924. 453 pp.

Angell, James Rowland, "The Over-Population of the College," *Harper's Magazine,* CLV, 529–538 (October, 1927).

It is not a question of how many are going to college so much as it is a question of the quality of those who attend, their purpose, and the standards of educational accomplishment which they are asked to meet, which should be higher than at present.

Anonymous, "Confessions of a College Dean," *New Republic,* LI, 117–119 (June 22, 1927).

An article written in an attitude of combined humor and rebellion, setting forth the conviction that, although ideally the college dean is a guide, philosopher, and friend, in frequent practice he is a policeman, and a refusal of this function would produce an immediate and beneficial upheaval in the student body.

Barnard College, *Report of the Occupational Bureau,* News Bulletin, Bureau of Vocational Information, IV, 13–14 (February, 1926).

A report including changes, between 1915 and 1925, in the number of alumnae married, in the higher degrees secured, in the number in teaching and in other occupations, and facts about salary changes.

Bernard, Frances F., "Changes in Curricula in Colleges for Women," National Association of Deans of Women, *Twelfth Yearbook,* 1925. pp. 67–70.

The purpose of the college is the enrichment of life and personality. Changes in curricula are demanded because of our growing knowledge about personality development, about instruction and its effects, and about the increased sphere of experience of students at college entrance.

Bingham, Walter V., *Psychological Aspects of Student Personnel Work,* News Bulletin, Bureau of Vocational Information, IV, 25–27 (April, 1926).

——, "The Student Personnel Office and Its Relation to Coöperative Research in Business and Industry," *Journal of Personnel Research,* II, 55–65 (June, 1923).

Blake, Mabelle, *Guidance for College Women.* New York, D. Appleton and Company, 1926. 285 pp.

A survey and a program of guidance for college women in their various problems, emphasizing the personnel department as the means of coordinating all aspects of guidance work.

Blanton, Smiley, "A Mental Hygiene Program for Colleges," *Mental Hygiene*, IX, 478–489 (July, 1925).

Comments upon some present methods of organization for dealing with student problems, and recommendation of a program with a psychiatrist in charge.

——, and Blanton, Margaret Gray, *Child Guidance*. New York, The Century Company, 1927. 301 pp.

Boas, Ralph P., "The Assault on the Colleges," *Mount Holyoke Alumnae Quarterly*, XII, 15–20 (April, 1928).

The writer describes the widespread criticism of the liberal arts college, cites six axioms fundamental for a genuine college, and assigns to the faculty the only real defense against the assault, since it is education, not mere increase of knowledge, which they must give to the students.

Bradshaw, Francis F., "Beginnings of Personnel Work at the University of North Carolina," *News Bulletin*, Bureau of Vocational Information, I, 3, 6 (October 15, 1923).

——, "The Interview: A Bibliography," *The Journal of Personnel Research*, V, 100–103 (July, 1926).

Brandenburg, G. E., "Developing the Personal Interview," *Industrial Psychology*, III, 229–236 (May, 1927).

Gives the author's experience in being interviewed in two industrial plants, with his analysis of the uses of the interview for employment purposes, and of the qualities of a good interview.

Breckenridge, Marvin, "The Student's Point of View," *Progressive Education*, IV, 286–290 (October, November, December, 1927).

Brewer, John M, "The Need for Vocational Guidance in Colleges," *School and Society*, IX, 511–517 (May 1, 1920).

Showing through a fourfold program that the relation of vocational guidance to a cultural education is an intimate and a logical one.

Brown, Helen W., "Deforming Influences of the Home," *Journal of Abnormal Psychology*, XII, 50.

An analysis of possible harmful influences of the over-domination or lack of emancipation from the home.

Brown, Rollo W., *Dean Briggs*. New York, Harper and Brothers, 1926. 331 pp.

A stimulating account of the ideals and achievements of Dean Briggs as president of Radcliffe College, including also several of his addresses on the subject of higher education for women.

Buell, Bradley, "Interviews, Interviewers, and Interviewing," *The Family*, V–VI, 86–90 (May, 1925).

Burnham, William, *The Normal Mind*. New York, D. Appleton and Company, 1924. 702 pp.

The importance of certain principles of mental health in education with special emphasis upon the necessity both for mental health and real education; of a task, a plan, and freedom.

Cabot, Ella Lyman, *Seven Ages of Childhood*. Boston, Houghton Mifflin Company, 1921. 321 pp.

Chapin, F. Stuart, "The Significance of Extra-Curricular Activities," in Hudelson, Earl, *Problems of College Education*. Minneapolis, The University of Minnesota Press, 1928. 449 pp.

Charters, W. W., "Reorganization of Women's Education," *Educational Review*, LXII, 224–231 (October, 1921).

Advocates faculty determination of college ideals, the discovery of students' and graduates' activities which these ideals control, and the adaptation of the curriculum to the most important of these activities.

——, *The Teaching of Ideals*. New York, The Macmillan Company, 1927. 372 pp.

Clark, Thomas Arkle, "Advisory Systems for Students," *School and Society*, XVII, 85–90 (January 27, 1923).

A claim for the necessity of a student advisory system, no matter what conception of college purpose is held; and a plea for "unity in its administration, centralization of the work being done, and an organization adequate to take care of all interests."

Clow, Lucia B., "The Art of Helping Through the Interview," *The Family*, VI, 129–132 (July, 1925).

Coe, George Albert, *What Ails Our Youth?* New York, Scribner's, 1925.

A thoughtful and sympathetic analysis of the youth situation, with an examination of the present educational system, religious practice, and their effects upon the younger generation.

Comstock, Ada, "New Devices and Desires in Colleges for Women," National Association of Deans of Women, *Twelfth Yearbook*, 1925, pp. 59–67.

Traces educational development from a tendency toward uniformity to a consideration of the individual student; and mentions especially the devices of psychological tests, vocational advising, honors courses, and tutorial work.

Conrad, Elizabeth, "The Maladjusted Girl," National Association of Deans of Women, *Thirteenth Yearbook*, 1926, pp. 109–126.

Comments upon some causes for maladjustments of women students, and describes over forty cases illustrating various problems.

Coss, John L., "The Student Interview," *News Bulletin*, Bureau of Vocational Information, IV, 1–3; 6–7 (January, 1926).

Sets forth the kinds of student interviews as personal, medical, educational, vocational, and fact-finding.

Dealey, Hermione L., "College Curricula and Interests of College Women," *School and Society*, IX, 294–299 (September 6, 1919).

——, "College Women and Emotional Attitudes," *Education*, XL, 511–520 (April, 1920).

Suggests that the college is ignoring both vocational and sex needs of its students.

Doermann, Henry, *The Orientation of College Freshmen*. Baltimore, The Williams and Wilkins Company, 1926. 162 pp.

A comprehensive treatment of the problems of the college freshman and the need for guidance; an analysis of current practices in the orientation process; and a specific guidance program for the first college year.

Douglass, Aubrey, *Secondary Education.* Boston, Houghton Mifflin Company, 1927. 649 pp.

Dublin, Louis W., "Home-Making and Careers," *Atlantic Monthly*, CXXXVIII, 335–343 (September, 1926).

Emphasizes the idea of a double vocation for women, and deals especially with the problem as it concerns the college undergraduate, her vocational objectives, the respective influences of the women's college atmosphere and of the coeducational college atmosphere upon her; the conflict involved in choosing either a career or marriage; and the problems and possibilities involved in choosing both.

Edgerton, A. H. *Vocational Guidance and Counseling.* New York, The Macmillan Company, 1926. 213 pp.

Editorials. *The University Review*, A Summary of the Current Literature in Higher Education, October, 1926, to April, 1927. The Division of Educational Reference, Purdue University, Lafayette, Indiana.

Timely comments, in the absence of a magazine dealing with higher education, upon trends, experiments, difficulties, and needed research in this field.

Edwards, Richard H., and Hilgard, Ernest R, *Student Counseling*, Bulletin VII, The National Council on Religion in Higher Education, 1928. 64 pp.

A report from a seminar on student personnel service in the colleges, examining counseling problems and the counseling process, the use of tests, the organization of personnel service, and the training and qualifications of counselors.

Eliot, Charles William, *Educational Reform.* New York, The Century Company, 1898. 418 pp.

Chapter I is President Eliot's inaugural address; Chapter V on "What Is Liberal Education?"; and Chapter X on "The Aims of Higher Education."

——, "Extra-Curricular Activities in High Schools," *American Educational Digest*, XLIV, 389–392; 415–417 (May, 1925).

Follett, M. P., *Creative Experience.* New York, Longmans Green and Company, 1924.

——, *The New State.* New York, Longmans Green and Company, 1920. 373 pp.

Foster, Charles R., *Extra-Curricular Activities in the High School.* Richmond, Virginia, Johnson Publishing Company, 1925. 222 pp.

Fryer, Douglas, "Objectives of the Interview for the Vocational Counselor," *Vocational Guidance Magazine*, V, 334–341 (April, 1927).

Gavit, John, *College.* New York, Harcourt Brace and Company, 1925. 342 pp.

An account of college life written by a visitor and observer, after a prolonged tour. Refreshing in point of view and constructive in criticisms and suggestions.

Gilchrist, Beth Bradford, *The Life of Mary Lyon.* Boston, Houghton Mifflin Company, 1910. 462 pp.

The life of the founder of Mount Holyoke Seminary (1837), with a valuable glimpse into the educational beliefs and practices of the times.

Goodsell, Willystine, "The Education of Women," in Kandel, I. L., *Twenty-Five Years of American Education,* pp. 335–371. New York, The Macmillan Company, 1927.

A survey of progress in the education of women and girls from 1897 to 1922, with a description of new movements influencing such education, and an outline of present problems.

——, *The Education of Women.* New York, The Macmillan Company, 1923. 378 pp.

A clear-cut exploration of woman's place in the light of new trends and emphases of the present time, and a study of cultural, vocational and social education of women and the possible values of each.

Groves, Ernest R., *Personality and Social Adjustment.* New York, Longmans Green and Company, 1923. 296 pp.

A book treating of the social significances, in normal people, of fear, anger, sex, gregariousness; the emotional development of the boy and girl; and social conduct problems.

——, *Social Problems of the Family.* Philadelphia, J. B. Lippincott Company, 1927. 314 pp. (Especially chapter 5.)

The new status of woman, with her economic opportunities, has affected marriage and family life, together with her increased political and educational advantages.

Gruenberg, Benjamin Charles, *Guidance of Childhood and Youth.* New York, The Macmillan Company, 1926. 324 pp.

Haggerty, M. E., "Student Ability and Its Measurement," in Hudelson, Earl, *Problems of College Education.* Minneapolis, The University of Minnesota Press, 1928. 449 pp.

Hall, G. Stanley, *Adolescence.* New York, D. Appleton and Company, 1908.

Hart, Bernard, *Psychology of Insanity.* Cambridge, University Press, 1921. 176 pp.

Harvard Student Council, *Report of the Committee on Education.* A Reprint from *The Harvard Advocate* (April, 1926).

Hatcher, O. Latham, *Occupations for Women.* Southern Woman's Educational Alliance, Atlanta, Ga., 1927. 527 pp.

Hawkes, Herbert, "Administration of the Student Personnel Office." *News Bulletin,* Bureau of Vocational Information, III, 93–94 (December, 1925).

Advocating that all sources of knowledge about the student should be centralized, and that the personnel officer who does this should be connected with teaching as well as with administration.

Hollingworth, H. L., *Judging Human Character.* New York, D. Appleton and Company, 1923. 263 pp.

——, *Homemaking as a Center for Research.* Report of the Teachers College Conference on Homemaking. New York, Bureau of Publications, Teachers College, Columbia University, 1927. 122 pp.

Hopkins, L. B., "Personnel Procedure in Education," *The Educational Record*, Supplement, No. 3, October, 1926. Washington, American Council on Education. 96 pp.

"Observations and conclusions resulting from visits to fourteen institutions of higher learning." The types of personnel work being done, their place in the educational system, and needed next steps.

——, "Personnel Service in the College," in Allen, F. J., *Principles and Problems in Vocational Guidance*. New York, McGraw-Hill Book Company, 1927. 390 pp.

——, "Personal Work in College." *News Bulletin*, Bureau of Vocational Information, III (September, October, November, 1925).

Jaqua, Ernest James, "Culture and Competence," *School and Society*, XXVI, 631–639 (November 19, 1927).

"Preparation for competence may be hand in hand with training for culture and . . . the higher goals of life must not revere one to the neglect of the other."

Johnson, Alice, "What Is a Nervous Breakdown?" *Mental Hygiene*, V, 784 (1921).

Judd, Charles, "Early Emotions and Early Reactions as Related to Mature Character," *Childhood Education*, III, 355–360 (April, 1927).

An article claiming that not all of our mature living is determined by the experience of early childhood; that many social adaptations are habits of adjustment requiring later training and a high degree of maturity.

Kelly, Frederick J., *The American Arts College*. New York, The Macmillan Company, 1925. 198 pp.

A study, made under a committee of the Commonwealth Fund of New York, of the American liberal college: its aims, practices, methods, student activities, and critical problems.

Kelly, Roy W., *Selecting and Training Interviewers*. A Reprint from *Industrial Management*, (April, 1919).

Kitson, Harry, "Extra-curricular Activities as a Means of Guidance," *Vocational Guidance Magazine*, IV, 357–361 (May, 1926).

Koos, Leonard V., *The Junior College*, Education Series Research Publications No. 5, vol. II, 359–367, University of Minnesota (May, 1924).

Section II, "College Aims, Past and Present." A comparison of college aims, past and present, as found in the literature of the two periods.

Laird, Donald A., "Case Studies in Mental Problems of Later Adolescence, with Special Reference to the Mental Hygiene of the College Student," *Mental Hygiene*, VII, 715–733 (October, 1923).

An article demonstrating, by cases and discussion, that difficult mental adaptations are fairly frequent with the college student, and that "discipline committees, expulsion, flunking, public ridicule or moral condemnation" do not constitute rational treatment for these problems.

——, "Should Young People Study Themselves?" *Survey*, LIII, 405–409 (January 1, 1925).

Leatherman, Zoe E., and Doll, Edgar A., *A Study of the Maladjusted College Student*. The Ohio State University Studies, XI, No. 2 (July 30, 1925). 56 pp.

A study of the various problems of student maladjustment as scholastic, social, and personal.

Lee, Mabel, "The Dean as Chief Personnel Officer," National Association of Deans of Women, *Fourteenth Yearbook*, 1927, pp. 100–107.

The dean's position is in need of reorganization and new interpretation. She can be most effective as personnel officer, but for this more training in psychology and the social sciences is necessary for the student problems she is meeting.

Leuck, Miriam S., *Fields of Work for Women*. New York, D. Appleton and Company, 1926. 349 pp.

Loucks, Grace, "Doubts of College Students — Symptoms or Causes?" *Religious Education*, XXI, 348–351 (August, 1926).

A thoughtful and forceful presentation of the point of view that the intellectual religious doubts of college students are almost always "symptoms of underlying difficulties or adjustments," rather than indices, as such, of the real difficulty.

MacCracken, Henry N, "Mental Hygiene in the College Curriculum," *Mental Hygiene*, IX, 469–478 (July, 1925).

Emphasizing the need for educating the college — both faculty and student — to the mental hygiene point of view and discussing the place of mental hygiene in the college curriculum.

——, "Parents and Daughters," *Harper's Magazine*, vol. CLV (March, 1927).

An enlightening account of a college president's experiences with the parents of some college students, with emphasis upon the necessity, in many cases, for a new understanding on the part of both parents and daughters concerning the others' needs.

Martin, Everett Dean, *The Meaning of a Liberal Education*. New York, W. W. Norton and Company, Inc., 1926. 319 pp.

"Education is a spiritual revaluation of human life. Its task is to reorient the individual, to enable him to take a richer and more significant view of his experiences; to place him above and not within the system of his beliefs and ideals."

Maverick, Lewis, *The Vocational Guidance of College Students*. Cambridge, Harvard University Press, 1926. 251 pp.

A report of the Stanford University vocational guidance investigation in 1911–13; a questionnaire survey of colleges and universities in 1920–21; a later personal tour of investigation; and a proposed plan for the vocational guidance of college students.

——, Bibliography in *Ibid.*, pp. 288–323.

Menninger, Karl A., "Adaptation Differences in College Students," *Mental Hygiene*, IX, 519–535 (July, 1927).

Meredith, Florence, "The Administration of Mental Hygiene in Colleges," *Mental Hygiene*, IX, 241–252 (April, 1927).

Michell, Elene, "The Life Career Motive and the Dean of Girls," *School and Society*, XX, 70–74 (July 19, 1924).

Miller, H. Crichton, "Psycho-analysis and the School," *Mental Hygiene*, VII, 32–42 (January, 1923).

Moore, Bruce, *The Personal Interview: An Annotated Bibliography*. New York, Personnel Research Federation, Reprint and Circular Series No. 13 (February, 1928).

Although this bibliography is directed especially toward the fact-finding interview in the field of industrial relations, it contains a valuable section on the interview in educational and vocational guidance and in college personnel work.

Morrison, Angus, "A Further Discussion of College Mental Hygiene," *Mental Hygiene*, IX, 48–55 (January, 1927).

——, "Mental Hygiene and Our Universities," *Mental Hygiene*, VII, 258–271 (April, 1923).

Morrison, Henry, *The Practice of Teaching in the Secondary School*. University of Chicago Press, 1926. 653 pp.

Mudge, B. Leigh, *Varieties of Adolescent Experience*. New York, The Century Company, 1926. 134 pp.

Containing 100 case studies of adolescence written by women university students.

Myrick, Helen L., "Psychiatric Social Work and the College Student; A Forecast," *Mental Hygiene*, IX, 723–727 (October, 1927).

Nutting, Ruth Clark, "Personnel Work at Its Source," *School and Society*, XVIII, 487–491 (October 27, 1923).

Statistics on the effects of counseling in the high school.

Overstreet, H. A., *About Ourselves*. New York, W. W. Norton and Company, Inc., 1927. 300 pp.

Parker, Anne, "The National Student Federation," *Mount Holyoke Alumnae Quarterly*, IX, 12–17 (April, 1927).

Dealing with the aims of the new National Student Federation and its major problems.

Paterson, Donald G., "Finding the Individual Student and His Problems," in Allen, F. J., *Principles and Problems in Vocational Guidance*. New York, McGraw-Hill Book Company, 1927. pp. 246–258.

A report of the work directed toward advisory and counseling service at the University of Minnesota. Stresses the aims of counseling and of student interviews, presents theoretical bases for advisory work, plans, and selected cases.

——, "A Program for Student Counselling," in Hudelson, Earl, *Problems of College Education*. Minneapolis, The University of Minnesota, 1928. 449 pp.

Paton, Stewart, "The Essentials of an Education," *Mental Hygiene*, IV, 268–281 (April, 1920).

Perkins, Henry A., "What Colleges Are For," *Educational Review*, LXXII, 217–222 (November, 1926).

It is the chief business of higher education to foster living on a plane of higher civilization.

——, *The Personnel Office of Smith College.* Report, September, 1926–January, 1928.

A report treating of the "purposes, organization, objectives, and procedure" of the personnel office.

Peters, Iva, "An Adequate Program of Educational and Vocational Guidance in a College," *Vocational Guidance Magazine*, V, 247–249 (March, 1927).

——, *Social and Vocational Orientation for College Women.* Richmond, Virginia, Southern Woman's Educational Alliance and Goucher College, Bulletin Series I, No. 1, 1926.

A course intended primarily for women in an arts college. Emphasizes point of view that the college woman's opportunities for education and personal achievement are still far in advance of changes in the mores.

——, "The Youth Movement," National Association of Deans of Women, *Fourteenth Yearbook*, 1927, pp. 196–201.

Stresses a growing group consciousness among the younger generation, with increasing resistance to the older generation because of differences in attitude. Advocates a personnel point of view and program as the best basis for the new understanding and means of communication needed.

Pierce, Anna, *Catalogue of Literature for Advisers of Young Women and Girls.* New York, The H. W. Wilson Company, 1923. 391 pp.

Pressey, S. L. and Others, *Research Adventures in University Teaching.* Bloomington, Illinois, Public School Publishing Company, 1927 152 pp.

Eighteen investigations regarding college and university problems, including problems of study, of curricular adjustment, of previous preparation, emotional problems, and problems of teaching.

Proctor, William M, *Educational and Vocational Guidance.* Boston, Houghton Mifflin, 1925. 352 pp.

Progressive Education Magazine, "A Selected Bibliography on the College," *Progressive Education*, IV, 310 (October, November, December, 1927).

Pruette, Lorraine, *Women and Leisure.* New York, E. P. Dutton and Company, 1924. 225 pp.

What women are doing with themselves. Their desires and ambitions in regard to those activities, plus some of the possibilities. Dissatisfaction of women with part-time home jobs.

Reavis, William Claude, *Pupil Adjustment.* Boston, D. C. Health and Company, 1926. 348 pp.

Reynolds, O. Edgar, *Social and Economic Status of College Students.* New York, Bureau of Publications, Teachers College, Columbia University, 1927. Contributions to Education, No. 272. 57 pp.

Data from a random sampling of the students in fifty-five liberal arts colleges, including parental occupations and incomes, and education, student self-support, nativity, size of families, student affiliations, and places of residence.

Richardson, Leon, *A Study of the Liberal College.* Hanover, New Hampshire, 1924. 282 pp.

A report to the president of Dartmouth College — an attempt, based upon visits to colleges in the United States, Canada, England, and Scotland, to "estimate the strength and the weakness of the American college as an institution, and to suggest methods by which its efficiency may, perhaps, be improved." States the primary purpose of the college to be intellectual development.

Richmond, Mary E., *Social Diagnosis.* New York, Russell Sage Foundation, 1917. 511 pp.

Riggs, Austen Fox, "Nervousness: Its Cause and Prevention," *Mental Hygiene*, VI, 263–288 (April, 1922).

Riley, Cora, *A Study of the Interview in Personnel Work in the School.* A typewritten manuscript, Harvard Graduate School of Education, 1926.

A study of the school interview from the social case-work point of view, with a detailed analysis of technique in one particular interview.

Rosenberry, Lois K. Matthews, "The New Americanism and the Dean," National Association of Deans of Women, *Fourteenth Yearbook*, 1927, pp. 201–210.

"The New Americanism is the substitution of other adventures, national and spiritual, for the adventures of the frontier." The dean in a college is one of the promoters of this New Americanism.

Russell, Bertrand, *Education and the Good Life.* New York, Boni and Liveright, 1926. 319 pp.

A discussion of the aims of education; of character education, sex education, and finally of intellectual education — stressing the need for an educated democracy to improve the attitude toward living.

Scott, Nancy E. "The Effects of the Higher Education of Women upon the Home," *American Journal of Sociology*, XXXII, 257–263 (September, 1926).

This age is the transitional stage, and non-marriage of educated women is a step due to "greater love of home life resulting from deeper understanding of it." Educated women are setting in motion forces which will make possible for everyone such homes as have been realized by few only.

Seashore, Carl E, *An Open Letter to a College Freshman.* Iowa City, University of Iowa, Extension Division. 31 pp.

Seven College Presidents, "The Question of the Women's Colleges," *Atlantic Monthly*, CXL, 576–585 (November, 1927).

A masterly outline of the history, achievements, and present handicaps of Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley College, after fifty or more years of existence.

Smithies, Elsie M., *Constructive Student Accounting.* Studies in Secondary Education I, University High School, University of Chicago.

The case-history method applied to the administration of high-school girls. A very valuable study.

Snedden, David, "What of Liberal Education?" in Holmes, Henry W., and Fowler, Burton P., *The Path of Learning.* Boston, Little, Brown, and Company, 1926, pp. 37–51.

Advocating the need for a revision of the philosophy and methods of liberal education and a program which shall mean vital contact between learning and the life of today.

——, *What's Wrong with American Education?* Philadelphia, J. B. Lippincott Company, 1927. 379 pp.

Treats of the lack of purpose in the liberal college, its essential elements, its service to society, and the contribution of college life to college education.

Sturtevant, Sarah, "The Use of the Interview in Advisory Work," *Teachers College Record,* XXVIII, 551–561 (February, 1927).

A consideration of the general aspects of the interview and its application to the field of student advising.

——, "Student Advisers as an Organized Group," *Christian Science Monitor,* (July 24, 1924).

Description of Freshman advising done by the upper-classmen. Methods of their selection and some of the results.

Taft, Jessie, "Mental Hygiene Problems of Normal Adolescence," *Mental Hygiene,* V, 741-751 (October, 1921).

Talbot, Marion, *The Education of Women.* Chicago, University of Chicago Press, 1910. 255 pp.

Describes the activities, duties, responsibilities, education, and interests of women in past and present; sketches educational progress in regard to women; and closes with a chapter on the educational needs of college women.

Thompson, C. Mildred, "The Value of Mental Hygiene in the College," *Mental Hygiene,* IX, 225–240 (April, 1927).

Thurstone, L. L., and Mann, Charles R., "Vocational Guidance for College Students," *Journal of Personnel Research,* III, 421–448 (April, 1925).

A report of two conferences of the National Research Council — the first of which mapped out the investigations needed, and the second of which considered objectives. Includes a valuable outline of possible projects in student personnel research.

——, "What Is Personnel Research?" *Journal of Personnel Research,* III, 52–56 (June, 1924).

United States Bureau of Education, *List of References on Education of Women in the United States,* Library Leaflet, No. 19 (April, 1923). Washington, Government Printing Office, 1923.

——, *List of References on Higher Education,* Library Leaflet, No. 35, (September, 1927). Washington, Government Printing Office, 1927.

Watson, Goodwin, *Digest of the Interview from a Psychological Standpoint.* A Mimeographed Outline, 1928.

Seventeen psychological principles cited under the headings of the interview as a dual learning experience, as a group thinking process, and as a technique.

Wells, Frederic Lyman, *Mental Adjustments.* New York, D. Appleton and Company, 1923. 331 pp.

——, *What Smith College Alumnae Are Doing.* News Bulletin, Bureau of Vocational Information, IV, 22 (March, 1926).

Interesting facts about occupations of Smith graduates.

Wilkins, Ernest H., "The Orientation of the College Student," in Hudelson, Earl, *Problems of College Education.* Minneapolis, The University of Minnesota, 1928. 449 pp.

Williams, Frankwood, "Mental Hygiene and the College Student: Second Paper," *Mental Hygiene,* IX, 225–261 (April, 1925).

If the college is going to produce leaders, it must see that they do not lead with their emotional problems badly solved, partially solved, or unsolved. Attention to mental health is constructive for all students — necessary, in fact, along with attention to intellectualism.

Willis, Hugh E., "The Next Step in Higher Education," *School and Society,* XXIV, 217–226 (August 21, 1926).

The history of higher education is divided into three periods: (1) the classical period; (2) the elective period; and (3) the student activities period. It is now time for a fourth period, in which the colleges give instruction in how to live, making intellectual and spiritual values paramount.

Wood, Ben, *Continuity in Personnel Work,* News Bulletin, Bureau of Vocational Information, IV, 17–18 (March, 1926).

——, *Measurement in Higher Education.* New York, World Book Company, 1923. 337 pp. (Especially chapter 6.)

Includes the distinctive characteristics of the college, and norms for the success of the college student.

Woodworth, R. S., "Psychological Experience with the Interview," *Journal of Personal Research,* IV, 162–166.

Yamada, Soshichi, "A Study of Questioning," *Pedagogical Seminary,* XX, 129–187 (June, 1913).

A study of various kinds of questions and their suggestibility.

Young, Kimball, "Mental Hygiene and Personality Guidance in Colleges, *Mental Hygiene,* IX, 489–501 (July, 1925).

——, *The Measurement of Personal and Social Traits.* Publications of American Sociological Society, XXI, 92–105.